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ABSTRACT

The Curriculum And Research for Equity (C-A-R-E) program materials are inservice teacher training modules (workshops, curricula, references, and research data) designed to promote educational equity in elementary school classrooms. The training manual is intended to help elementary education professionals identify, assess, and rectify the problem of sex-role stereotyping in the classroom. It contains an instructor's guide and the module materials for six 2-hour workshop sessions. The materials are intended for school administrators, curriculum specialists, and particularly teachers. The series of workshops is designed to be presented once a week for 6 weeks during the regular school year. In the first workshop, participants examine sexism in society and their own personal attitudes. The second workshop continues the consciousness-raising activities by examining language and behavior, looking at the nature and scope of the problem within the school and the classroom. The next three workshops examine three problems in the classroom: sex-role stereotyping, sex segregation, and the absence of female leadership. The sixth workshop is mainly a review session of the entire series. The manual provides the following information for each workshop: introduction; schedule; materials and equipment needed; suggested activities; transparencies for the instructor; and materials for participants. Model curriculum units are given for workshops 3 through 5. (RM)

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CURRICULUM AND RESEARCH FOR EQUITY
A TRAINING MANUAL FOR PROMOTING SEX EQUITY IN THE CLASSROOM

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INTRODUCTION

I. Overview

The Curriculum And Research for Equity (C-A-R-E) program materials are in-service teacher training modules (workshops, curricula, references, and research data) designed to promote educational equity for boys and girls in elementary school classrooms. The overall aim of C-A-R-E is to reduce some of the identifiable causes and often devastating effects of SEX-ROLE STEREOTYPING which limit individual development and can deprive children of skills necessary for success in a changing educational and work environment. More specifically, the purpose of this program is to increase the capacity of elementary education professionals (school administrators, curriculum specialists, and particularly teachers) to identify, assess, and rectify the problem of SEX-ROLE STEREOTYPING in the classroom.

By means of field research in schools (which, in part, developed C-A-R-E), Dr. Marlaine E. Lockheed and her staff at the Educational Testing Service have confirmed two main objectives upon which the C-A-R-E module materials are based. The first objective is to increase the elementary education professional's sensitivity and awareness of the problem areas through personal research exercises in the classroom; the second, to provide classroom curriculum and management techniques and strategies to promote educational equity for boys and girls.

Components of these objectives include:

A. Consciousness Raising about:

1. The effects of SEX-ROLE STEREOTYPING (sexism) in society on attitudes, behaviors, and achievements
2. The nature and scope of the problems of inequity in one's own school system
3. The fact that schools and teachers do have the potential for remedying the problem

B. Classroom Management Techniques and Curriculum Strategies to:

1. Reduce SEX-ROLE STEREOTYPING
2. Increase CROSS-SEX INTERACTION
3. Promote FEMALE LEADERSHIP

II. Theory and Documentation

In the past few years, increased attention has been paid to identifying strategies needed to promote educational equity for girls and boys. This interest in intervention strategies is a move away from previous concerns with documenting the existence of SEX-ROLE STEREOTYPING in schools.

From social psychology it is possible to identify three major lines of thinking with regard to stereotype reduction: (1) a cognitive social learning approach, which concentrates on providing non-sex-stereotyped models for children to emulate; (2) a cognitive dissonance approach, which concentrates on providing children equal-status contact with persons about whom stereotypes are held; and (3) an organizational structural approach, which concentrates on equalizing differences in legitimate power between negatively and positively stereotyped groups. While the first line of thinking stresses sex differences that emerge as a function of role modeling--and omits any recognition of the differences in social value accorded to male and female roles--the second and third lines of thinking concentrate squarely on the value issue.

That SEX-ROLE STEREOTYPING, lack of equal-status contact (i.e., sex segregation), and imbalance in influence between male and female occur in schools is well documented (Pottker and Fishel, 1976; Lockheed and Hall, 1976).

In a landmark study published in the Harvard Educational Review, Lee and Gropper (1974) discuss how educational practices reinforce SEX-ROLE STEREOTYPES from preschool onward. These practices were reviewed more recently by Lockheed and Ekstrom (1977). In particular, teachers positively reinforce quiet, passively-attentive behaviors in girls (Lee, 1976; Lee and Kedar-Voivodas, 1976), while interacting more often with independent, active, and assertive boys (Good, Sikes, and Brophy, 1973). School curriculum materials, including books and tests, also reinforce SEX-ROLE STEREOTYPES (Dick and Jane as Victims, 1972; Tittle, McCarthy, and Steckler, 1974; Donlon, Ekstrom, and Lockheed, 1979). Such educational practices and materials not only permit children to acquire SEX-STEREOTYPED attitudes, behaviors, and interests, but also inadequately prepare children with skills necessary for success in a changing world.

SEX-ROLE STEREOTYPES may be modeled or reinforced directly, or may be maintained indirectly, through two different structural processes: sex segregation and male leadership. Sex segregation maintains SEX-ROLE STEREOTYPES by depriving students of the opportunity to form attitudes, beliefs, and evaluations of each other based upon individuals rather than status group membership. Male leadership maintains SEX STEREOTYPES by reinforcing the concept of male supremacy and its corollary, female inferiority.

Sex segregation refers both to practices not illegal under Title IX, such as separate shop and homemaking courses for boys and girls, as well as to students' preferences for same-sex grouping. Such student preferences for sex segregation have been observed in preschool (Fagot, 1977), as well as in elementary school. In the study for which these Curriculum And Research for Equity materials were developed (Equal Status Behavior Study), for example, fewer than half of either the girls or the boys, in the fall of 1976, reported that they had done schoolwork with a cross-sex partner. Teachers typically do not counteract this preference on the children's part, believing it to be a stage they will outgrow. Yet segregation in any form is a potential source of stereotypes regarding the stereotyped groups (Katz and Benjamin, 1960). Furthermore, it is clear from the students' responses that there is an unequal desire for such separatism: a third of the girls, but less than one-fourth of the boys, would choose to work in a mixed-sex group.

Finally, an important organizational determinant of SEX-ROLE STEREOTYPES is the absence of FEMALE LEADERSHIP in schools, both in terms of the school organization and of curriculum content. While elementary teachers are predominantly female, principals are predominantly male, a situation that provides sex-inequitable models of leadership within the school organization itself. Nationally, 83 percent of elementary school principals, 97 percent of secondary school principals, and 99 percent of district superintendents are male (Pottker and Fishel, 1976). In addition, famous women are conspicuously absent from school curricula (Dick and Jane as Victims, 1972). Students are conscious of this absence. For example, while approximately 80 percent of the children surveyed in the Equal Status Behavior Study could name at least one famous man they had studied during 1976-1977, fewer than 35 percent of them could name a famous women they had studied.

The absence of female leaders is also observed in behavioral studies of mixed-sex groups of students. Not only have we found that mixed-sex groups are influenced more by the male group members, we have also found that even when the girls behave as leaders, they are not perceived as such (Lockheed and Harris, 1977). In the Equal Status Behavior Study, we found that while the proportion of boys viewing themselves as a "very good leader" was slightly greater at the end of fifth grade compared to the beginning of fourth grade (from 32 percent to 35 percent), the proportion of girls so viewing themselves was nearly cut in half over the same period of time (from 27 percent to 17 percent).

It is important that education professionals be aware of these structural elements of school situations that contribute to SEX-ROLE STEREOTYPING. In a changing society, children who lack the skills of equity--the ability to work comfortably in mixed-sex settings, the ability of both boys and girls to lead and be led--will be at a substantial disadvantage. The purpose of the Curriculum And Research for Equity materials is to increase the capacity of school personnel to identify, assess, and correct these problems in the classroom.

III. The C-A-R-E Workshops

This training manual contains the C-A-R-E workshop instructor's guide and the module materials for six two-hour teacher training workshop sessions intended to promote educational equity for girls and boys in elementary school classrooms. These workshop sessions are designed to raise the participants' consciousness about SEX-ROLE STEREOTYPING in the school and to provide specific classroom strategies to reduce SEX-ROLE STEREOTYPING, increase CROSS-SEX INTERACTION, and promote FEMALE LEADERSHIP.

The series of workshops is designed to be presented once a week for six weeks during the regular school year. While the workshops can be offered at any time during the year for practicing classroom teachers, we strongly recommend that the workshops be given during the fall semester. This will enable the teachers to develop new classroom standards with a new set of students.

Each workshop includes several experiential activities that require participating teachers to examine their students' attitudes and behaviors, their own classroom environments, and their own teaching behaviors and strategies. Also included are tested model curriculum units that demonstrate how the principles and strategies for promoting educational equity can be easily incorporated into daily classroom lessons and activities. These curriculum units cover the following subject areas: language arts, social studies, mathematics, science, and the affective domain. Participants may implement these curriculum units "as is" in their classes, or the units can be adapted to meet students' needs and skill levels.

IV. Workshop Environment

The examination of the problems of sexism and status inequality can often be a controversial and emotional process because it deals with people's attitudes, beliefs, and values. Therefore, the C-A-R-E workshops have been designed as small-group experiences. They are most successful when given in an informal, accepting, and interactive atmosphere. Whenever possible, participants should be encouraged to exchange information, ideas, attitudes, and experiences to contribute to the group learning process. As the instructor, you play an important and critical facilitating role in fostering a comfortable group environment. Participants should be encouraged to function as a support group for each other in exploring the issues, clarifying values, and implementing techniques in the classroom to promote equal status behavior toward boys and girls.

A second consideration is that workshop participants will undoubtedly have different backgrounds, experiences, attitudes, and knowledge about the problems of SEX-ROLE STEREOTYPING. The C-A-R-E materials generally begin at a somewhat fundamental level to provide information to the broadest range of participants. Each activity builds on the previous one, providing increasing information.

V. Workshop Content

We begin in WORKSHOP ONE by exploring some of the issues; examining the extent, mechanisms, and effects of sexism in society; and acknowledging personal attitudes. This workshop session is designed to increase participant sensitivity to the problem and its pervasive character. The principal focus is on how men and women are perceived and how these perceptions influence the way we expect men and women to behave. These stereotyped expectations, in turn, frequently limit opportunities for both sexes.

WORKSHOP TWO continues the consciousness-raising activities by examining more closely our language and behavior. The exercises are also geared to evaluate more specifically the nature and scope of the problem within the school and the classroom. The three problem areas in the classroom of (1) SEX-ROLE STEREOTYPING, (2) sex segregation, and (3) the absence of FEMALE LEADERSHIP are identified. Strategies to combat these problems are also introduced.

The next three workshop sessions examine these problem areas and classroom techniques one at a time and in more detail. WORKSHOP THREE deals with SEX-ROLE STEREOTYPING, WORKSHOP FOUR concentrates on CROSS-SEX INTERACTION, and WORKSHOP FIVE focuses on FEMALE LEADERSHIP. WORKSHOP SIX is mainly a review session of the entire C-A-R-E workshop series.

VI. Workshop Format

The C-A-R-E workshops in this instructor's manual are organized into five or six sections for ease in presentation:

1. Schedule
2. Materials and equipment
3. Workshop session activities
4. Transparencies for overhead projector
5. Participant materials to be reproduced
6. Model curriculum units

Section 1: Schedule

Each written workshop session in this manual begins with a schedule which outlines the session's activities and the approximate time needed to do each activity. This schedule provides a structure to follow. However, you as the instructor are in the best position to judge whether an activity should be given more or less time, as interest and participation vary from group to group and even from day to day.

Section 2: Materials and Equipment

After each workshop schedule is a listing of the materials and equipment you will need for that particular session. This list identifies those materials for the instructor's use--generally several transparencies--and the workshop materials for participants, which you will need to reproduce. All materials are keyed to the workshop activity requiring their use. Any special equipment needed, such as an overhead projector and extension cord, is also noted. We believe you'll find these listings useful in preparing for each workshop session.

In addition, we recommend that participants keep a loose-leaf binder notebook of all workshop materials distributed to bring to each session. Materials from one workshop session will be used or referred to in a later session. As well, participants can keep all classroom research exercises together for the next workshop. When the C-A-R-E workshops are completed, these notebooks will be useful references.

Section 3: Activities

The third section of each written workshop session in this manual contains step-by-step descriptions of each activity for that session. There are typically about nine different activities for participants in each workshop session. These include many distinct types of activities:

Research and Evaluation Exercises. Throughout the workshop series, we have included research and evaluation exercises for the participants to do, both in the workshop session and in their classrooms. These exercises examine attitudes (of teachers, students, society), behaviors (of teachers, students, society), and the classroom environment regarding how men and women are perceived and depicted.

"Hands-on" Activities. Many of the exercises are conducted as in-session, hands-on activities to promote the workshop learning experience for participants. These range from drawing posters about eliminating sexism in the language, to developing curricula providing student CROSS-SEX INTERACTION and cutting out magazine advertisements to examine what message the media present about men's and women's roles.

Classroom Research Exercises. Each workshop session, participants are given one or more research activities to do and summaries of the results to bring to the next workshop session. Generally, these exercises are research and evaluation kinds of activities to be done in the teachers' classrooms. These activities are designed to look at students' attitudes or behaviors, participants' instructional behavior, or the pictures and textbooks in a classroom.

Group Discussions. The greatest number of activities are in-session group discussions. We feel that every activity and research exercise deserves a follow-up. Review gives the participants a chance to examine what happened and how they feel about it. Therefore, we have included a discussion session (with suggested discussion questions where applicable) after each activity.

Review. In the case of research assignments, the first activities in the next workshop session are designed as a review; participants are requested to bring written summaries of research exercises conducted in their classrooms to review with the other participants. Sharing these experiences is an important aspect of each workshop session.

Model Curricula. Three of the six workshop sessions include model curriculum units which the teachers who assisted in developing this workshop series helped write and then used in their own classes. As mentioned earlier, these model curriculum units incorporate strategies for promoting equal status behavior into daily classroom activities. Workshop participants are asked to examine these curricula, adapt and use a few of them in their classrooms, and write their own lesson plans using the sample ones as models.

Related Readings. Whenever possible, we have also included readings for the participants, such as research findings, suggested references, articles, and writings by other teachers about a particular workshop topic.

Teacher's Research Sheets. As a gentle reminder, at the end of each workshop session, participants are given teacher's research sheets which summarize the research assignments from that workshop and include a commitment page for the participants to refer to during the week following the workshop.

Activity Description Format. For your ease in conducting the workshop session, each activity is presented in the following format:

WORKSHOP NUMBER, TITLE
ACTIVITY NUMBER AND SHEET NUMBER,
IF MORE THAN ONE PAGE IN LENGTH

ACTIVITY NUMBER

ACTIVITY TITLE
SUGGESTED ACTIVITY TIME

What this activity is about

An overview for the instructor

Materials and equipment needed

For both the instructor and the workshop participants

How to present this activity

DO: NEXT: THEN:	Tasks the instructor should do to present the activity (always provided within a box).

SAY: INSTRUCTOR SHOULD SAY TO WORKSHOP GROUP. GIVEN AS SUGGESTIONS TO FACILITATE WORKSHOP PRESENTATION (always typed in uppercase).

☞ Note to instructor that provides guidelines on subject content or presentation (always denoted by pointing hand symbol).

Section 4: Transparencies

In the fourth section of each written workshop session in this manual are all the materials that only the instructor will use. In general, several transparencies should be made prior to the workshop session. Where possible, we have included these transparencies.

Section 5: Participant Materials

The fifth section of each written workshop session in this manual includes all the materials to be distributed to the participants during the course of the workshop. Master copies only of these materials are included. Thus, the workshop instructor will have to reproduce the appropriate number of copies for the participants in his or her workshop. Be sure to give the participants a schedule of workshop activities at the beginning of each session.

Section 6: Model Curriculum Units

In the three workshop sessions including model curriculum units, the sixth section of the written workshop session contains the curriculum units developed to meet the particular objective of the workshop. We have included about six such model units in each of the three workshop sessions. Again, only master copies of these materials are included. You will need to reproduce a sufficient number of copies for the participants in your workshops.

VII. General Suggestions for Instructor

We've gathered together some generally commonsense suggestions from people who have conducted these workshops. We hope you find them helpful.

1. Read each written workshop before conducting the session, to be familiar with the activities and topics.
2. Gather necessary supplies prior to workshop session; reproduce transparencies and participant materials beforehand.
3. Whenever possible, collect and record summaries from research exercises before next workshop; this will save in-session time.
4. Be sure you, or a workshop participant, know how to operate needed audiovisual equipment.
5. Workshops should be held in a comfortable room with blackboard or wall space.
6. You will probably find a hand-held calculator quite useful, particularly in tallying the results from research exercises on summary transparencies.

7. A break is recommended during each workshop session. A coffee urn and snacks are a nice touch. Have participants bring in various treats to share with the group.

8. Be responsive to the participant group. Gear workshops to meet their concerns and needs.

9. Above all, relax and enjoy yourself. This should be a comfortable and rather informal learning experience for everyone involved.

VIII. The Research behind the C-A-R-E Program

The C-A-R-E materials were developed by Dr. Marlaine Lockheed and her associates at Educational Testing Service (ETS), in cooperation with the East Windsor Regional School District and teacher educators at Ohio State University, under a grant to ETS from the U.S. Department of Education (Women's Educational Equity Act Program). The enabling legislation--Women's Educational Equity Act (WEEA)--provides support for research and development to help eliminate sex discrimination and sex-role stereotyping in education.

The ETS Program of Research on Status Equity in Education, the project funded by WEEAP, was designed to develop in-service teacher-training materials aimed at promoting equal status behavior toward boys and girls in the classroom. Equal status behavior is behavior such that boys and girls regard each other as equals, being equally competent at a variety of activities and equally likely to be leaders in mixed-sex groups. The project was funded for two years, in part to translate a variety of research findings into practical classroom recommendations for teachers. The resulting materials are based upon principles derived from over six years of research by Dr. Lockheed and others on female leadership behavior, teacher expectations, cognitive style differences in equal status interaction, and promoting equal status behavior in mixed-sex groups.

During 1976-1977 and again in 1977-1978, teachers of the East Windsor Regional School District helped develop the C-A-R-E workshop and curriculum materials. Many of these teachers presented one or more of these workshops to other teachers in their schools; all of them used the curriculum materials in their own classrooms. In addition, these workshop and curriculum materials were pilot-tested with fourth-, fifth-, and sixth-grade teachers in Ohio as well as New Jersey. In the fall and spring of each project year, over 1,000 fourth- and fifth-grade students in the East Windsor Regional School District answered student survey questionnaires regarding perceptions, behaviors, and attitudes toward SEX-ROLE STEREOTYPING, CROSS-SEX INTERACTION, and FEMALE LEADERSHIP. The results are included and summarized in these workshops.

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WORKSHOP ONE

HOW DO YOU SEE MEN AND WOMEN IN SOCIETY?

INTRODUCTION

How do you see men and women in society?

How do we see men and women in our society? Do we see them as being the same, or do we see them as being different? In this workshop we use simple techniques to help you see the way men and women are viewed today.

If you think about it, the way we view men and women affects the way we think men and women should behave, the kind of work we think they should do, how much we think they should do, what they should be paid, whether they should be parents, what kinds of hobbies they should have--you can probably think of many more.

In this workshop we start out with some simple evaluation exercises for teachers (1, 2, and 4). We then discuss some facts about men and women in society (5). We finish with some activities teachers can try out in class, and some background material you can read at home (6 and 7).

SCHEDULE

This workshop is composed of seven activities and requires approximately two hours to conduct. A break is recommended between Activities Three and Four.

Time Required	Workshop Activity
20 mins.	1. Children's story stems Part A: Story completion Part B: Review
25 mins.	2. Teacher survey Part A: Teacher survey administration Part B: Follow-up group discussion
10 mins.	3. Introduction to the workshop series
BREAK	BREAK
40 mins.	4. Media exercise Part A: Magazine exercise Part B: Checklist activity Part C: Discussion
10 mins.	5. What research has shown: Fact sheets
5 mins.	6. Children's story stems
5 mins.	7. Teacher's research materials Teacher's research sheet References

MATERIALS AND EQUIPMENT

One only of the following for instructor's use:

- Hand calculator
- Transparency One, Story completion summary sheet (Activity One)

One for each participant:

- "The Captain's Story" story stem (Activity One)
- "The Cook's Story" story stem (Activity One)
- "Playing on the Playground" story stem (Activity One)
- Androgynous names list (Activity One)
- Teacher survey (Activity Two)
- Notebook binder (Activity Three)
- WORKSHOP ONE schedule (Activity Three)
- Teacher research materials (Activity Seven)
- Magazines (Activity Four)
- Scissors, masking tape or transparent tape (Activity Four)
- Broverman adjective checklist (Activity Four)
- Checklist discussion questions (Activity Four)
- Summary sheets (Activity Four)
- Research findings and fact sheets (Activity Five)
- Children's story stems (Activity Six)
- Children's story completion summary sheet (Activity Six)
- Teacher research sheet (Activity Seven)
- References sheet (Activity Seven)

ACTIVITY ONE

CHILDREN'S STORY STEMS
20 minutes

What this activity is about

The purpose of WORKSHOP ONE is to present the concept of sex inequity as a social problem, and to increase the participants' awareness of this problem as it affects their own classrooms. Throughout these workshops, we use the technique of assessment followed by feedback to increase awareness and hence to change behavior.

This first activity is a simple but thought-provoking exercise that will take only a few minutes to complete and should serve as a catalyst for discussion.

For ease in presentation, we have divided this activity into two parts. First, participants will individually complete the three story stems: "The Captain's Story," "The Cook's Story," and "Playing on the Playground." Second, you will summarize the participants' responses and will conduct a group discussion regarding the results, using an overhead transparency of the summary sheet (#1). Based upon past story completions, we anticipate that participants will see Terry the captain as a boy, Pat the cook as a girl, and Chris and Sandy as either both boys or both girls. The main point here, which should be emphasized, is that "we" tend to view men and women (boys and girls) acting in typically stereotyped roles and exhibiting stereotyped behaviors. What implications does this have in terms of how the world is being presented to the students in the classroom?

In this workshop session (WORKSHOP ONE) and the next (WORKSHOP TWO), we will be exploring more fully how our language and behavior define and dictate the roles, attributes, and career alternatives that are available to women and men.

More important, these activities are designed to show participants, first, that these problems are very real and often operate unconsciously and, second, that they, as education professionals, can do something to promote equity for boys and girls in their classrooms.

Materials needed

- Transparency One: Story completion summary sheet
- "The Captain's Story" story stem for each participant
- "The Cook's Story" story stem for each participant
- "Playing on the Playground" story stem for each participant
- Androgynous names list for each participant

How to present this activity

PART A: STORY COMPLETION

SAY: WELCOME TO OUR FIRST WORKSHOP SESSION. BEFORE GIVING YOU THE USUAL "THIS IS WHAT WE'RE GOING TO DO FOR THE NEXT SIX WORKSHOPS" SPEECH, WE THOUGHT IT MIGHT BE MORE INTERESTING AND A BIT MORE FUN FOR YOU TO EXPLORE FIRSTHAND SOME OF THE ISSUES WE WILL BE COVERING IN THESE SESSIONS. THEREFORE, WE'LL BEGIN WITH TWO ACTIVITIES THAT WILL TAKE A FEW MINUTES TO COMPLETE. THEN WE'LL COME BACK TO THE "OFFICIAL" WORKSHOP INTRODUCTION.

DO:

> Pass out copies of the three story stems to each participant.

SAY: IN THIS WORKSHOP, WE WILL BE DISCUSSING DIFFERENT SUBJECT MATTER EXERCISES. FIRST, WE WILL DO A TYPICAL LANGUAGE ARTS WORKSHEET. IT IS A "USE-OF-PRONOUNS" EXERCISE. READ THESE STORY STEMS AND WRITE A STORY ABOUT THE PEOPLE; BE SURE TO USE THE APPROPRIATE PRONOUN. WRITE EXACTLY WHAT COMES INTO YOUR MIND AS YOU FINISH READING THE STORY. YOU WILL HAVE 5 MINUTES TO DO THIS.

PART B: REVIEW

DO:

> After participants have finished, show Transparency One, the story completion summary sheet. Going around the room, take tallies of how the participants identified the children in the stories and fill in the summary sheet. Here's where that hand calculator really comes in handy. Be sure to transfer the total numbers from this summary sheet to Sheet Four, Activity Two, WORKSHOP FIVE.

☞ How many participants identified the children in each of the stories as a boy (used pronoun he) or a girl (used pronoun she)?

NEXT:

> What are the group's reactions to the results of the tallies? Conduct a group discussion using the following discussion questions.

1. DID YOU SEE TERRY AS A BOY? WHY?
2. DID YOU SEE PAT AS A GIRL? WHY?
3. DID YOU SEE CHRIS AND SANDY AS BOTH BOYS OR BOTH GIRLS? WHY? WHAT ATTRIBUTES, CHARACTERISTICS, ETC., MADE YOU SEE THEM THIS WAY?
4. WERE YOU CONSCIOUS OF WHAT MADE YOU CHOOSE WHAT SEX THE CHILDREN WERE?
   - DOES THE IDEA OF A GIRL AS A CAPTAIN SEEM STRANGE TO YOU?
   - DOES THE IDEA OF A BOY WORKING IN THE KITCHEN SEEM STRANGE?
   - DO YOU THINK THAT BOYS AND GIRLS ARE NOT USUALLY FRIENDS AT THIS AGE?

THEN:

Pass out the list of androgynous names. These names can be used in curriculum lessons, classroom discussions, posters, and so forth. Can the workshop participants see the reason for using these names? For example, using these names implies that either girls or boys can engage in the activity.

ACTIVITY TWO

TEACHER SURVEY
25 minutes

What this activity is about

This is probably one of the most crucial and difficult exercises in the workshop series. The main intent of the teacher survey is for the workshop participants to acknowledge their feelings and attitudes. We believe that the first step in the process of implementing change is an understanding and awareness of one's personal attitudes. Undoubtedly, participants will have many different definitions of sexism. The purpose of the discussion following the teacher survey is to exchange information and ideas and to analyze opinions--not to defend a particular point of view. This is where you, the instructor, play a critical role. Because of the controversial nature of the topic and the emotional impact of confronting attitudes which we all hold close and dear, it is important to maintain an open atmosphere and a nonjudgmental, safe environment for participants to air beliefs, definitions of concepts, and attitudes. The instructor should respond with acceptance and respect for different points of view and encourage participants to do so as well. This is designed to be a learning situation, not a defense of positions or attitudes.

Again, to facilitate your ease in presentation, we have divided this activity into two segments. Part A is the actual teacher survey administration. Part B is the follow-up group discussion. If the group is rather large (more than ten persons), we recommend breaking into two or more smaller discussion groups, each headed by a mediator who has been informed of the purpose of this activity and that his or her role is to promote a casual, nonjudgmental atmosphere for the examination of beliefs and attitudes.

Materials needed

- Teacher survey for each participant
- Pens or pencils

How to present this activity

PART A: TEACHER SURVEY ADMINISTRATION

SAY: OUR SECOND ACTIVITY IS A SELF-EVALUATION SURVEY THAT WILL TAKE ABOUT 10 MINUTES TO COMPLETE. AS YOU ANSWER THE QUESTIONS, GIVE YOUR HONEST OPINION OF WHAT YOU THINK. IN THIS WAY, YOU CAN LOOK AT SOME OF YOUR VIEWS ABOUT MEN AND WOMEN. AND, IN TURN, YOU CAN BEGIN TO LOOK AT WHAT EFFECT THESE VIEWS HAVE IN YOUR CLASSROOM. THE QUESTIONS ARE DESIGNED TO RAISE NEW ISSUES FOR YOU TO THINK ABOUT. DURING THE COURSE OF THESE WORKSHOPS, WE WILL BE COMING BACK TO THESE ISSUES, HOW YOU FEEL ABOUT THEM, AND HOW THEY RELATE TO WHAT HAPPENS IN YOUR CLASSROOM.

DO:

> Distribute teacher survey and needed pens or pencils to workshop participants. Allow 10 minutes for them individually to complete the survey.

PART B: FOLLOW-UP GROUP DISCUSSION

DO:

> Review the teacher survey with the workshop participants using the following questions.

1. AS YOU ANSWERED THE QUESTIONS ON THE SURVEY, DID YOU FIND THAT IN SOME SITUATIONS, YOU FELT THAT BOYS AND GIRLS SHOULD BE TREATED DIFFERENTLY? WHAT SITUATIONS?

☞ Some common ways that teachers relate to children on the basis of their sex is in grouping students, choosing "workers" in class, choosing leaders, and reacting to student misbehavior. What does this differentiation by sex communicate to the children?

2. WHAT ARE THE CONSEQUENCES OF TREATING BOYS AND GIRLS (MEN AND WOMEN) THE SAME OR DIFFERENTLY?

☞ Try listing these on the blackboard or the overhead projector. For example:

Advantage of treating them the same:

> Preparation for life in a rapidly changing world. Boys taking home economics so that they can better care for themselves in adulthood or in their role as fathers. Girls becoming better prepared for a career outside the home.

Disadvantage of treating them differently:

> When children believe stereotypes that serve to limit opportunities for the future, such as career choices or even pursuit of personal hobbies or interests, stereotypes can become self-fulfilling prophecies.

3. WHAT DO YOU THINK ARE SOME OF THE ISSUES RAISED BY THE SURVEY QUESTIONS?

Again you might want to list issues on the blackboard or overhead projector. You should include:

- SEX-ROLE STEREOTYPES of adults' and children's male/female interactions (other than romantic, i.e., as friends or co-workers)
- Women in employment roles
- Women in leadership roles
- Language that sends messages about people's behaviors based solely on their sex and, therefore, affects attitudes toward men and women in the classroom, the home, social organizations, employment, and so forth

DO:

Since we will be reviewing these issues again in WORKSHOP SIX, make sure someone records what is written on the blackboard or overhead projector. Transfer these to WORKSHOP SIX, Activity Three, Sheet Two.

4. ARE THERE ANY QUESTIONS THAT YOU'D LIKE TO DISCUSS? ANY QUESTIONS THAT YOU PARTICULARLY LIKED OR THAT PARTICULARLY BOTHERED YOU?

5. WHY DO YOU THINK YOU WERE ASKED TO DO THIS EXERCISE?

To examine personal and societal attitudes. And to introduce the notion that teachers who are aware of the issues and what is happening in classrooms can have an important impact in changing student attitudes and behaviors and, therefore, opening up new opportunities for the future.

6. NOW LOOK AT THE MATCHING QUESTION #52. HOW MANY OF YOU GOT THE RIGHT ANSWERS? DID YOU KNOW OR WERE YOU GUESSING? HERE ARE THE CORRECT ANSWERS.*

---

*From High School Feminist Studies, compiled by Carol Ahlum and Jacqueline Fralley, edited with an introduction by Florence Howe (Old Westbury, N.Y.: The Feminist Press, copyright © 1976). Used by permission.

a. Elizabeth Knight was one of a number of English merchant adventurers who financed the Mayflower expedition.

b. Mistress Margaret Brent, in the early days of the Maryland colony, sued the House of Burgesses for the right to vote. From 1642 to 1650, her name appears as attorney in the Maryland court records 134 times. She was relative, close friend, or lover (nobody knows which) to Leonard Calvert, the first governor of Maryland, and acted as attorney also for his elder brother, Lord Baltimore. Governor Calvert died in 1647, making Mistress Brent his sole executor, and ordering her to "take all and pay all." She did. She possessed herself of his house and his property, assumed his position as Lord Baltimore's attorney, and claimed the right to receive all rents and profits from his lordship's estate and to attend to all of the disbursements. Indignant questions were asked everywhere, attacking the legality of her actions, so she went to court. The court ruled in her favor. The first time the House of Burgesses met after Governor Calvert's death, she appeared before it and demanded the right to sit with them as a member and to cast two votes--one as executor to Leonard Calvert and the other as attorney to Lord Baltimore. She was so able, forceful, and powerful that she might have succeeded so far as the Burgesses were concerned, but the new governor, Green, on his own responsibility resisted her demand. Failing to obtain the two votes, she demanded that all proceedings of that session of the Council be declared invalid. Her request was denied.

c. Sybil Ludington made the daring, twenty-mile midnight ride. She was sent by her father, Colonel Henry Ludington, of the lower New York State area, to raise his militia and bring them back with her to report for duty. Word had been received that the British had burned a supply base in Danbury, Connecticut, and the local militia was to start for Danbury at dawn to rout the British.

d. Mary Katherine Goddard was authorized by Congress on January 18, 1777, to print the official copy of the Declaration of Independence for distribution to the state legislatures. Her mother, Sarah Updike Goddard, publisher of the *Providence Gazette*, had taught her the printing and publishing business. Her brother, William Goddard, started the *Maryland Journal* and *Baltimore Advertiser*, and Mary Katherine made it famous through the years of the revolution. She was postmistress of Baltimore until 1789, and also operated a thriving bookstore.

e. Sybille Masters of Pennsylvania was the first person in the American colonies to receive a patent. Interested in the gristmill process, she invented a machine for cleaning and curing corn and a method for making hominy (called "Tuscarora rice"). Her husband had to apply for the patent in her behalf since, in accordance with English common law, as a married woman she had forfeited all her civil rights.

☞ The main point behind these matching questions is that women, as well as men, have made important contributions to history. Both men's and women's historical roles should be acknowledged. For example, while it is true and important that Paul Revere contributed to our country's independence, so did Sybil Ludington.

ACTIVITY THREE

INTRODUCTION TO THE WORKSHOP SERIES

10 minutes

What this activity is about

To derive maximum benefit from this workshop series, it is helpful for participants to understand both the format and the purpose of these in-service training sessions. Now that the participants have begun thinking about some of the issues, it's time to introduce the workshop series.

Materials needed

- Notebook binder for each participant
- WORKSHOP ONE schedule
- WORKSHOP ONE teacher research materials

How to present this activity

DO:

Distribute the materials listed above to each workshop participant.

SAY: FROM THE FIRST TWO ACTIVITIES TODAY, YOU HAVE OBTAINED A GENERAL IMPRESSION OF SOME OF THE ISSUES WE'LL BE DEALING WITH FOR THIS AND THE NEXT FIVE WORKSHOPS. HOWEVER, I'D LIKE TO TAKE A FEW MINUTES HERE TO TELL YOU MORE ABOUT THESE IN-SERVICE SESSIONS--WHY WE'RE HERE, WHAT WE'RE SUPPOSED TO BE DOING, AND HOW THESE WORKSHOPS ARE DESIGNED.

THESE WORKSHOPS WERE DEVELOPED BY THE EDUCATIONAL TESTING SERVICE UNDER A GRANT FROM THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM (WEEAP). THE ENABLING LEGISLATION, THE WOMEN'S EDUCATIONAL EQUITY ACT, PROVIDES SUPPORT FOR RESEARCH AND DEVELOPMENT TO HELP ELIMINATE SEX DISCRIMINATION AND SEX-ROLE STEREOTYPING IN EDUCATION. WE'RE HERE TO EXAMINE THE PROBLEMS AND CONSEQUENCES OF SEX DISCRIMINATION AND SEX-ROLE STEREOTYPING IN EDUCATION AS WELL AS TO DISCOVER WAYS IN WHICH WE CAN PROMOTE EQUAL STATUS BEHAVIOR TOWARD BOYS AND GIRLS IN THE CLASSROOM.

BY DEFINITION, A SEX-ROLE STEREOTYPE IS A SOCIALLY EXPECTED BEHAVIOR PATTERN DETERMINED BY AN INDIVIDUAL'S SEX AND CONFORMING TO A FIXED GENERAL PATTERN. WHAT THAT MEANS IS THAT (1) MEN AND WOMEN ARE SEEN

AS BEING DIFFERENT OR CHARACTERIZED BY DIFFERENT ATTRIBUTES AND QUALITIES, AND (2) PEOPLE ARE JUDGED ON THE BASIS OF BEING MEMBERS OF A CERTAIN SEX RATHER THAN AS INDIVIDUALS WITH INDIVIDUAL QUALITIES AND TALENTS.

IF YOU THINK ABOUT IT, THE WAY WE VIEW MEN AND WOMEN (AND BOYS AND GIRLS) AFFECTS THE WAY WE THINK MEN AND WOMEN SHOULD BEHAVE, THE KINDS OF WORK WE THINK THEY SHOULD DO, HOW MUCH WE THINK THEY SHOULD DO, WHAT THEY SHOULD BE PAID, WHETHER THEY SHOULD BE PARENTS, WHAT KINDS OF HOBBIES THEY SHOULD HAVE--YOU CAN PROBABLY THINK OF MANY MORE.

IN THE CLASSROOM, SEX-ROLE STEREOTYPES AFFECT CHILDREN'S PERCEPTIONS OF THEMSELVES, OF OTHERS, AND OF THEIR OPTIONS FOR THE FUTURE.

IN THESE WORKSHOPS, WE WILL BE LOOKING FIRST AT ATTITUDES ABOUT MEN AND WOMEN IN SOCIETY, WHERE THESE ATTITUDES COME FROM, AND WHAT EFFECTS THEY HAVE. IN THE PROCESS, WE HOPE YOU WILL SEE HOW IMPORTANT YOU ARE AS CHANGE AGENTS IN THE CLASSROOM TO OPEN UP OPPORTUNITIES FOR BOTH GIRLS AND BOYS. WE'LL ALSO BE EXPLORING, THROUGH EXPERIENTIAL ACTIVITIES, WAYS IN WHICH YOU CAN PROMOTE EQUAL STATUS BEHAVIOR TOWARD BOYS AND GIRLS IN THE CLASSROOM. BY EQUAL STATUS BEHAVIOR, WE MEAN BEHAVIOR THAT INDICATES THAT BOYS AND GIRLS ARE EQUALLY CAPABLE AND EQUALLY INFLUENTIAL IN THE CLASSROOM.

EACH WORKSHOP SESSION CONSISTS OF SEVERAL EXERCISES (GENERALLY NINE ACTIVITIES), WHICH WILL TAKE ABOUT TWO HOURS TO COMPLETE. AT THE BEGINNING OF EACH SESSION, I'LL DISTRIBUTE A WORKSHOP SCHEDULE WHICH OUTLINES THE ACTIVITIES FOR THAT SESSION. IF YOU'LL LOOK AT THE MATERIALS I PASSED OUT TO YOU A LITTLE EARLIER, YOU SHOULD FIND THE SCHEDULE FOR WORKSHOP ONE. ALTHOUGH THE SCHEDULE PROVIDES A STRUCTURE FOR US TO FOLLOW, WE HAVE TRIED TO INCLUDE PLENTY OF TIME FOR DISCUSSIONS AND THE EXCHANGE OF IDEAS, INFORMATION, AND EXPERIENCES. IF THIS IS TO BE A TRULY EDUCATIONAL EXPERIENCE, THEN WE MUST ALL SHARE IN THE PROCESS. WE HOPE THIS WILL BE A COMFORTABLE, INFORMAL, SMALL-GROUP SITUATION AND URGE YOU TO FEEL FREE TO BRING UP ANY ISSUES, CONCERNS, OR THE LIKE AT ANY TIME DURING THE SESSION.

AT THE END OF EACH WORKSHOP, I'LL HAND OUT RESEARCH AND RESOURCE MATERIALS. THESE MATERIALS CONSIST OF (1) A TEACHER RESEARCH SHEET, WHICH SUMMARIZES THE ACTIVITIES YOU ARE ASKED TO CONDUCT IN YOUR CLASSROOM AND THE MATERIALS YOU SHOULD BRING TO THE NEXT WORKSHOP, AND (2) A REFERENCES SHEET WITH SUGGESTED READINGS, REFERENCES, AND RESOURCES FOR THOSE INTERESTED IN MORE INFORMATION ON THE WORKSHOP TOPIC. THESE ARE CALLED RESEARCH MATERIALS BECAUSE THAT IS EXACTLY WHAT YOU'LL BE DOING--YOUR OWN RESEARCH IN YOUR CLASSROOM.

THROUGHOUT THE WORKSHOPS, I'LL ALSO BE HANDING OUT OTHER MATERIALS RELATED TO EACH ACTIVITY. I'VE GIVEN YOU NOTEBOOK BINDERS SO THAT YOU CAN KEEP ALL WORKSHOP MATERIALS TOGETHER. I HOPE YOU'LL USE

THIS COMPLETED NOTEBOOK AS A HELPFUL REFERENCE LATER. PLEASE BRING THESE NOTEBOOKS WITH YOU TO EACH WORKSHOP. FROM TIME TO TIME, WE WILL BE GOING BACK TO SOME OF THESE MATERIALS. ANY QUESTIONS?

NEXT: We recommend that you take a break at this time.

ACTIVITY FOUR

MEDIA EXERCISE
40 minutes

What this activity is about

The mechanisms that perpetuate SEX-ROLE STEREOTYPES as norms in our society permeate every aspect of our lives. Often, we are not aware of the messages about men and women that are sent to us (as adults, but especially as children) via many different channels--parents, teachers, peers, books, movies, advertisements, television, and so forth. The purpose of this activity is to examine one such powerful force, the print media. As participants go through this activity, encourage them to relate this experience to what goes on in their classrooms.

Materials needed

- Magazines (see listing in Part A of those having the widest national circulation)
- Scissors
- Masking tape or transparent tape
- Blackboard or blank walls for taping pictures
- Broverman adjective checklist
- Checklist discussion questions
- Summary sheets

How to present this activity

PART A: MAGAZINE EXERCISE

DO:

> Tape the three labels appearing below to three blank walls or blackboards in the room. The labels should be put up in this order:
>
> Men Only   Men and Women   Women Only

SAY: MANY FORCES SHAPE OUR PERCEPTIONS REGARDING THE APPROPRIATE ROLES, BEHAVIORS, EVEN THE ATTIRE OF MEN AND WOMEN. FREQUENTLY, THESE ATTITUDES ARE PRESENTED AS NORMAL IN WAYS THAT FEW CHILDREN, AND

EVEN FEW ADULTS, QUESTION. IN THIS EXERCISE WE WILL BE EXAMINING HOW THE MEDIA, SPECIFICALLY MAGAZINES, WANT US TO SEE MEN AND WOMEN. WE WILL BE LOOKING AT ADVERTISEMENTS IN MAGAZINES HAVING THE WIDEST NATIONAL CIRCULATION.

ON THE WALLS I HAVE TAPED THE CATEGORY LABELS MEN ONLY, MEN AND WOMEN, AND WOMEN ONLY. WHEN YOU GET YOUR MAGAZINE, CUT OR TEAR OUT PICTURES OF PEOPLE IN THE NEWS OR IN ADVERTISEMENTS. SORT YOUR PICTURES INTO THREE PILES AND TAPE THEM TO THE THREE WALLS. YOU WILL HAVE 10 MINUTES TO DO THIS.

DO:

Pass out the magazines, tape, and scissors. For those magazines having the widest national circulation, see listing below.

MAGAZINE LIST

Better Homes and Gardens
Family Circle
Good Housekeeping
Ladies' Home Journal
McCall's
National Enquirer
National Geographic
Newsweek
Reader's Digest
Sports Illustrated
TV Guide
Time
Women's Day

PART B: CHECKLIST ACTIVITY

When the pictures have been taped up under all three labels and participants have returned to their seats:

DO:

Pass out the checklist, the question sheet, and the magazine summary sheet. This part of the magazine activity can be done by the workshop participants in either of the following ways:

1. All workshop members look at all the pictures and complete the summary sheet and question sheet.
2. Divide workshop participants into three smaller groups and have each group look at only one of the three categories.

SAY: I'VE JUST PASSED OUT TO YOU A MAGAZINE SUMMARY SHEET, A QUESTION SHEET, AND AN ADJECTIVE CHECKLIST. PLEASE LOOK FIRST AT THE CHECKLIST.

THIS BROVERMAN ADJECTIVE CHECKLIST REPRESENTS THE RESPONSES OF 74 COLLEGE MEN AND 80 COLLEGE WOMEN ASKED TO CHARACTERIZE TRAITS AS MORE "FEMININE" OR MORE "MASCULINE." THE COLLEGE STUDENTS' RESPONSES SHOWED A HIGH DEGREE OF CONSENSUS ON WHICH CHARACTERISTICS THEY THOUGHT DESCRIBED MEN AND WHICH CHARACTERISTICS THEY THOUGHT DESCRIBED WOMEN.

NEXT, IF YOU LOOK NOW AT THE SUMMARY SHEET, YOU'LL SEE THERE ARE THREE COLUMNS:

1. ONE FOR MEN ALONE
2. ONE FOR MEN AND WOMEN
3. ONE FOR WOMEN ALONE

USING THE BROVERMAN ADJECTIVE CHECKLIST AS A GUIDE, LOOK AT THE PICTURES TAPED TO THE WALLS AND FILL OUT THE SUMMARY SHEET BY LISTING THOSE ADJECTIVES THAT BEST CHARACTERIZE THE PICTURES UNDER EACH HEADING. ALLOW ABOUT 5 MINUTES TO DO THIS.

THEN COMPLETE THE QUESTION SHEET WHILE YOU LOOK AT THE PICTURES. GIVE YOURSELF ANOTHER 5 MINUTES TO DO THIS. WHEN YOU'RE FINISHED, PLEASE GO BACK TO YOUR SEAT SO I'LL KNOW YOU'RE DONE.

PART C: DISCUSSION

DO:

> When the workshop participants have finished, review the question sheet for a discussion of the results of this exercise. We recommend going over each of the eleven questions as the basis for the discussion.

☞ What's important here is that teachers begin to sense how differently men and women are portrayed in the media. Ask the workshop members how they think this media image of men and women influences the children in their classrooms.

ACTIVITY FIVE

WHAT RESEARCH HAS SHOWN: FACT SHEETS
10 minutes

What this activity is about

In 1976-1977 and again in 1977-1978, approximately 906 fourth- and fifth-grade students in a central New Jersey school district were surveyed to see if they held SEX-ROLE STEREOTYPED attitudes and beliefs. In the district at the time of the survey, it was quite difficult to observe any physical differences among the boy and girl students; most wore similar clothing--tee shirts, jeans, and sneakers--and had short, shaggy haircuts.

We asked the children a number of questions regarding their beliefs about sex differences in general, their perceptions about the relative competencies of men and women, and their attitudes about whether men and women ought to engage in the same activities. We have summarized the survey results in these three areas. On the research findings sheets are some of the questions* asked of the children, some possible responses, and their actual answers. For simplicity, not all responses are reported.

Before each set of questions, we have included a brief summary of some national statistics regarding occupational STEREOTYPES, SEX SEGREGATION in the workplace, and FEMALE LEADERSHIP. It is clear that the children's attitudes and beliefs reflect the statistical characteristics of the real world.

Materials needed

- Research findings and fact sheets for each participant

How to present this activity

DO:

Pass out copies of the research findings and fact sheets for workshop participants to read to themselves. After they have finished, ask the following questions.

1. DID YOU EXPECT CHILDREN TO HAVE STEREOTYPED ATTITUDES?
2. DO YOU THINK THE STUDENTS IN YOUR CLASS HAVE THE SAME OR SIMILAR OPINIONS?
3. DO YOU THINK THIS IS A PROBLEM?

---

*1977 East Windsor Regional School District survey of 906 fourth- and fifth-grade students, carried out by M. Lockheed.

ACTIVITY SIX

CHILDREN'S STORY STEMS
5 minutes

What this activity is about

In this workshop session, workshop participants have looked at personal attitudes about and media portrayal of men and women. They have also reviewed some research findings. The purpose of this in-class research activity is to have teachers examine their students' attitudes about men and women. Do their students see men and women in the same stereotyped way as did the students surveyed in 1976-1978?

By increasing students' and teachers' awareness of their own and others' attitudes about men and women, we hope to encourage them to change their behavior in ways that will promote equal status behavior toward girls and boys.

Materials needed

- The three story stems typed in elementary print for each participant
- Children's story completion summary sheet for each participant

How to present this activity

DO:

> Pass out copies of the three children's story stems and the children's story completion summary sheets to each workshop participant.

SAY: RESEARCH FINDINGS INDICATE THAT CHILDREN SEE MEN AND WOMEN IN STEREOTYPED WAYS. IS THIS TRUE OF YOUR STUDENTS AS WELL?

THIS IS A RESEARCH EXERCISE FOR YOU TO CONDUCT IN YOUR CLASSROOM TO FIND OUT. ASK YOUR STUDENTS TO COMPLETE THE THREE CHILDREN'S STORY STEMS. THEN COLLECT THE CHILDREN'S STORIES AND COMPLETE THE SUMMARY SHEETS. BE SURE TO BRING THESE SUMMARY SHEETS WITH YOU TO OUR NEXT WORKSHOP SESSION, WORKSHOP TWO.

ACTIVITY SEVEN

TEACHER'S RESEARCH MATERIALS
5 minutes

What this activity is about

At the end of each workshop, you are asked to distribute the teacher's research materials. For this workshop, these materials include (1) a teacher research sheet that describes the activities the workshop participants are asked to complete and bring to WORKSHOP TWO, and (2) a list of references and suggested reading for participants.

Materials needed

- Teacher's research sheet for each participant
- References sheet for each participant

How to present this activity

DO:

Distribute copies of the research and references materials to each workshop participant.

WORKSHOP ONE

MATERIALS FOR INSTRUCTOR

(TRANSPARENCIES)

TRANSPARENCY ONE

STORY COMPLETION SUMMARY SHEET

	Boy (used "he")	Girl (used "she")	Either/ Neither
"The Captain's Story"			
'The Cook's Story"			
"Playing on the Playground"			
Total Participants:			

WORKSHOP ONE

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

HOW DO YOU SEE MEN AND WOMEN IN SOCIETY?

SCHEDULE

This workshop is composed of seven activities and requires approximately two hours to conduct. A break is recommended between Activities Three and Four.

Time Required	Workshop Activity
20 mins.	1. Children's story stems Part A: Story completion Part B: Review
25 mins.	2. Teacher survey Part A: Teacher survey administration Part B: Follow-up group discussion
10 mins.	3. Introduction to the workshop series
BREAK	BREAK
40 mins.	4. Media exercise Part A: Magazine exercise Part B: Checklist activity Part C: Discussion
10 mins.	5. What research has shown: Fact sheets
5 mins.	6. Children's story stems
5 mins.	7. Teacher's research materials Teacher's research sheet References

ACTIVITY ONE

SAMPLE LANGUAGE ARTS WORKSHEET

This is a "use of pronouns" exercise. Please read these story stems and write three short stories about the people in the story stems. Each story should contain at least three sentences. Be sure to use pronouns in your sentences.

Story 1: The Captain's Story

One day Ms. Taylor said to her class, "This week is National Spelling Bee Week. Our class needs to pick a team for the spelling bee. Terry will be a good captain for the team because..."

____

____

____

Story 2: The Cook's Story

One day Ms. Ramirez said to her class, "Tuesday is Valentine's Day. Our class will have a party. We need someone to bake cupcakes for the party. Pat, would you like to do this?" The teacher chose Pat because...

____

____

____

Story 3: Playing on the Playground

Chris and Sandy were playing together on the school playground.

Chris was wearing ____

____

Sandy was wearing ____

____

They were playing ____

____

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY ONE, SAMPLE WORKSHEET, SHEET TWO

Androgynous names

Following is a list of androgynous names which can be used in curriculum lessons, classroom discussions, posters, and so forth. Can you think of any other names to add to the list?

Chris
Kai
Terry
Sandy
Jan
Lee
Lynn
Fran
Pat
Sam
Leslie
Dale
Billy Jo
Mickey
Kim
Rickie
Stevie
Gerry-Jerry
Jamie
Jody
Bobby
Chan
Ming
Jess
Meredith
Diran
Toby
Bobby Lee

ACTIVITY TWO

TEACHER SURVEY

This survey is for your own use. Please answer each question honestly, as your responses will serve to begin a discussion following this activity.

About you

1. What grade do you teach? ______________________________

2. What subjects do you teach? ___________________________

3. Do you teach alone or are you part of a team? ___________

About your classroom practices (please circle answer)

4. How are the students in your class grouped?

   a. In small groups they choose for themselves
   b. In small groups I choose for them
   c. They are not grouped

   If you circled choice b, go to question 5; otherwise, go to question 6.

5. What criteria do you use for placing students in groups?

   a. Group by ability
   b. Group by sex
   c. Randomly assign students to groups
   d. Group according to size
   e. Other (specify)
   f. Not applicable

6. How often do your male students tutor your female students? (This includes both formal and informal contacts.)

   a. Daily
   b. Several times a week
   c. Several times a month
   d. Less than once a month
   e. Never

7. How often do your female students tutor your male students? (This includes both formal and informal contacts.)

   a. Daily
   b. Several times a week
   c. Several times a month
   d. Less than once a month
   e. Never

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY TWO, TEACHER SURVEY, SHEET TWO

About your students

We would like your honest opinion on differences between boys and girls. In your personal experience, what have you found? Please circle the number in the column that best describes your answer.

		Boys	Girls	No difference	Not applicable
8.	Who are more active?	3	2	1	0
9.	Who generally read better?	3	2	1	0
10.	Who are better musically?	3	2	1	0
11.	Who are better at math?	3	2	1	0
12.	Who are most athletic?	3	2	1	0
13.	Who are more quiet?	3	2	1	0
14.	Who are better adjusted to school?	3	2	1	0
15.	Who are quicker to catch on to new concepts?	3	2	1	0
16.	Who are generally more attentive in class?	3	2	1	0
17.	Whom do you prefer to teach?	3	2	1	0
18.	Who are more achievement-oriented?	3	2	1	0
19.	Who cause more trouble in class?	3	2	1	0
20.	Who need more help from you?	3	2	1	0

About women and girls/men and boys*

For the following series of questions you are asked to express your feelings about each statement by indicating whether you (1) agree strongly, (2) agree mildly, (3) disagree mildly, or (4) disagree strongly. Please indicate your opinion by circling either 1, 2, 3, or 4 for each item. There are no right or wrong answers, only opinions.

	Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
21. Girls and boys should play together on the same school sport teams such as baseball, tennis, and soccer.	1	2	3	4
22. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.	1	2	3	4
23. When "tomboys" reach junior high school, they should be urged to act more like "ladies."	1	2	3	4
24. In general, men tend to react more analytically, while women react emotionally.	1	2	3	4
25. When I have a boy who's talking too much, I'll seat him at a table with all girls to keep him quiet.	1	2	3	4
26. Decisions regarding education and career are more important for boys than for girls.	1	2	3	4
27. Women earning as much as their dates should bear the expense equally when they go out together.	1	2	3	4

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*Attitudes Toward Women Scale: Short Form, by Janet T. Spence, Robert Helmreich, and Joy Stapp. Tests in Microfiche--A, Test Collection, 1972, #007199. Used by permission.

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY TWO, TEACHER SURVEY, SHEET FOUR

	Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
28. I couldn't make a girl and a boy work on a project together; they would object too much.	1	2	3	4
29. Women in the United States today already have equal rights. The feminist movement is just an overreaction to the way things are.	1	2	3	4
30. Girls and boys should take physical education courses together in this school.	1	2	3	4
31. Boys and girls who misbehave or fight in class should be disciplined in the same way.	1	2	3	4
32. Most women who work outside the home do so to earn pocket money.	1	2	3	4
33. It's just natural that boys and girls don't like each other. Boys prefer to work and play with other boys, and girls would rather be with girls.	1	2	3	4
34. When both parents work outside the home, both parents should be responsible for the care of their preschool-age children.	1	2	3	4
35. A girl who plays with boys too much should be encouraged to play with girls.	1	2	3	4
36. When showing instructional movies, I usually ask the boys in my class to set up and run the film projector.	1	2	3	4
37. In this school, boys and girls should be required to take both home economics and shop classes.	1	2	3	4
38. All history courses taught in this school should place more emphasis on women's roles in making history.	1	2	3	4

		Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
39.	When I ask for volunteers, only boys volunteer to move furniture, run audiovisual equipment, or be hall guards.	1	2	3	4
40.	It's okay for boys and girls to compete both in sports and in the classroom (for example, for grades on tests).	1	2	3	4
41.	Elementary school textbooks should show both men and women in more nontraditional occupations and roles.	1	2	3	4
42.	It's silly to try to change the language (for example, using salesperson instead of salesman) because it makes an issue out of something unimportant.	1	2	3	4
43.	Girls should be encouraged to take more math and science courses in preparation for future careers.	1	2	3	4
44.	I find that when I break students into project groups, the boys always take over as project leaders.	1	2	3	4
45.	Boys and girls are equally capable of organizing and structuring class activities and games.	1	2	3	4
46.	More extracurricular activities geared toward raising self-esteem among girls should occur in this school.	1	2	3	4
47.	There's nothing a teacher can do to change attitudes children bring from home.	1	2	3	4
48.	Equal status behavior toward boys and girls in the classroom is a good thing.	1	2	3	4

49. What do you do in your classes to develop leadership skills in all children?

____

____

50. What do you do in your classes to ensure that all children interact with each other?

____

____

51. What do you do in your classes to eliminate sex-role stereotyping in children's attitudes and behaviors?

____

____

About history

52. This is a matching exercise.* Column A contains a description of an event in American colonial history. Column B contains the names of people connected with the events.

Place the correct number next to the event.

Column A

a. One of the merchants who financed the Mayflower expedition ____________

b. Sued the House of Burgesses for the right to vote ____________

c. Made a daring, twenty-mile midnight ride to rouse the colonial militia against the British ____________

d. Authorized by Congress to publish the official copy of the Declaration of Independence for distribution to the state legislatures ____________

e. Obtained the first patent in the American colonies ____________

Column B

1. Margaret Brent
2. Benjamin Franklin
3. Mary Katherine Goddard
4. Patrick Henry
5. Elizabeth Knight
6. Sybil Ludington
7. Sybille Masters
8. Sir Walter Raleigh
9. Paul Revere
10. Eli Whitney

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*From High School Feminist Studies, compiled by Carol Ahlum and Jacqueline Fralley, edited with an introduction by Florence Howe (Old Westbury, N.Y.: The Feminist Press, copyright © 1976). Used by permission.

Now that you've answered these questions, did you know that:

- In a 1977 survey of 906 fourth- and fifth-grade students, over half the children thought boys and girls should play together in sports such as baseball (59 percent), tennis (82 percent), and soccer (55 percent) (Reference: Question 21).

- Definition of SEX-ROLE STEREOTYPE: "Socially expected behavior pattern determined by an individual's sex" (Reference: Questions 24 and 42). If you think about it:

  Does the way in which we talk (the labels and terms used) about men and women affect our expectations about appropriate behavior and even abilities and skills for men and women?

  How many people do you know who really fit the stereotyped notions of what is typically feminine or what is typically masculine?

  Do stereotypes adequately prepare individuals in society, for example, women in the world or work or men as parents?

  Do you view things differently when men and women express similar behaviors or attitudes?

- According to statistics available from the U.S. Department of Labor, the Bureau of Labor Statistics, and the U.S. Department of Commerce (1970 and 1975) (Reference: Questions 29 and 32):

  More women are working outside the home. Forty percent of the paid labor force are women.

  Most women in the paid labor force (70 percent) work full-time.

  Women's participation in the paid labor force is due to economic need. Forty-two percent of working women are sole supporters of themselves or their families; 26 percent of the working women have husbands who earn $10,000 or less annually.

  The median income for women with four years of high school education is $7,150; for men, it is $12,642.

- A teacher makes a point of grouping her students into mixed-sex groups, with three girls and three boys in each group. Then she assigns the leader for each group. All four leaders are boys. In the 1977 survey, by the end of fifth grade, 35 percent of all the boys, but only 17 percent of the girls, reported that they were or would be a "very good leader" (Reference: Questions 44 and 46).

ACTIVITY FOUR

MAGAZINE SUMMARY SHEET

	MEN	MEN AND WOMEN	WOMEN
Adjectives			

Questions for discussion

1. How many pictures are there of:

   a. Men _____
   b. Women _____
   c. Men and women _____

2. How many pictures are there of women:

   a. At work _____
   b. In social or recreational activities _____
   c. In leadership roles _____

3. How many pictures are there of men:

   a. At work _____
   b. In social or recreational activities _____
   c. In leadership roles _____

4. How many pictures are there of men and women together:

   a. At work _____
   b. In social or recreational activities _____
   c. In leadership roles _____

5. What adjectives describe the pictures of women (refer to summary sheet)?

   ____

   ____

6. What adjectives describe the pictures of men (refer to summary sheet)?

   ____

   ____

7. How do the pictures of men alone differ from the pictures of men and women together?

   ____

   ____

8. How do the pictures of women alone differ from the pictures of men and women together?

9. How many pictures depict women in management?

10. How many pictures depict men taking orders from women?

11. What are your reactions to the results of this magazine activity?

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY FOUR, MAGAZINE, SHEET FOUR

BROVERMAN ADJECTIVE CHECKLIST

SEX-ROLE STEREOTYPES: A CURRENT APPRAISAL

Table 1. Stereotypic Sex-Role Items
(Responses from 74 College Men and 80 College Women)

Competency Cluster: Masculine pole is more desirable

Feminine	Masculine
Not at all aggressive	Very aggressive
Not at all independent	Very independent
Very emotional	Not at all emotional
Does not hide emotions at all	Almost always hides emotions
Very subjective	Very objective
Very easily influenced	Not at all easily influenced
Very submissive	Very dominant
Dislikes math and science very much	Likes math and science very much
Very excitable in a minor crisis	Not at all excitable in a minor crisis
Very passive	Very active
Not at all competitive	Very competitive
Very illogical	Very logical
Very home-oriented	Very worldly
Not at all skilled in business	Very skilled in business
Very sneaky	Very direct
Does not know the way of the world	Knows the way of the world
Feelings easily hurt	Feelings not easily hurt
Not at all adventurous	Very adventurous
Has difficulty making decisions	Can make decisions easily
Cries very easily	Never cries
Almost never acts as a leader	Almost always acts as a leader
Not at all self-confident	Very self-confident
Very uncomfortable about being aggressive	Not at all uncomfortable about being aggressive
Not at all ambitious	Very ambitious
Unable to separate feelings from ideas	Easily able to separate feelings from ideas
Very dependent	Not at all dependent
Very conceited about appearance	Never conceited about appearance
Thinks women are always superior to men	Thinks men are always superior to women
Does not talk freely about sex with men	Talks freely about sex with men

---

From "Sex-Role Stereotypes: A Current Appraisal," by Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, in Women and Achievement, by Martha T. Shuck Mednick, Sandra Schwartz Tangri, and Lois Wladis Hoffman (Washington, D.C.: Hemisphere Publishing Corporation, copyright © 1975). Used by permission.

BROVERMAN ADJECTIVE CHECKLIST, continued

Warmth-Expressiveness Cluster: Feminine pole is more desirable

Feminine	Masculine
Doesn't use harsh language at all	Uses very harsh language
Very talkative	Not at all talkative
Very tactful	Very blunt
Very gentle	Very rough
Very aware of feelings of others	Not at all aware of feelings of others
Very religious	Not at all religious
Very interested in own appearance	Not at all interested in own appearance
Very neat in habits	Very sloppy in habits
Very quiet	Very loud
Very strong need for security	Very little need for security
Enjoys art and literature	Does not enjoy art and literature at all
Easily expresses tender feelings	Does not express tender feelings at all easily

ACTIVITY FIVE

RESEARCH FINDINGS

In 1976-1977 and again in 1977-1978, approximately 906 fourth- and fifth-grade students in a central New Jersey school district were surveyed to see if they held SEX-ROLE STEREOTYPED attitudes and beliefs.

We asked the children a number of questions regarding their beliefs about sex differences in general, their perceptions about the relative competencies of men and women, and their attitudes about whether men and women ought to engage in the same activities. We have summarized the survey results in three areas: occupational STEREOTYPES, attitudes toward CROSS-SEX INTERACTION, and attitudes toward FEMALE LEADERSHIP.

OCCUPATIONAL SEX STEREOTYPING FACT SHEET

Of the eleven major occupational categories identified by the Bureau of Labor Statistics, seven are filled predominantly by either men or women. While 98 percent of household workers and 78 percent of clerical workers are women, 82 percent of managers and administrators, 96 percent of craft workers, 95 percent of transport equipment operators, 92 percent of nonfarm labor, and 84 percent of farm workers are men (U.S. Working Women: A Chartbook, U.S. Department of Labor, Bureau of Labor Statistics, 1975).

CHILDREN'S OCCUPATIONAL SEX-ROLE STEREOTYPES

When asked who should be employed in different occupational categories, about 60 percent (or more) of the fourth- and fifth-grade students agreed that:

Only women or more women than men should be:

- SEWING MACHINE OPERATORS (65 percent)
- NURSES (78 percent)
- HOUSECLEANERS (70 percent)
- BALLET DANCERS (60 percent)
- SECRETARIES (58 percent)
- FLIGHT ATTENDANTS (57 percent)

Only men or more men than women should be:

FIRE FIGHTERS (75 percent)
TRAIN ENGINEERS (78 percent)
CARPENTERS (74 percent)
PLUMBERS (83 percent)
FOOTBALL COACHES (80 percent)
SHIP CAPTAINS (76 percent)

About the same number of women and men should be:

STORE SALESPEOPLE (83 percent)
WRITERS (87 percent)
ELEVATOR OPERATORS (63 percent)
RESTAURANT COOKS (70 percent)
BUS DRIVERS (70 percent)

CHILDREN THINK THAT MEN'S WORK IS MORE VALUED THAN WOMEN'S WORK

Q. Some people say that women and men should be paid exactly the same for doing the same job for the same amount of time. Other people say that men ought to get paid more for their work because they have families to support. Which do you say?

35 percent of the boys said that men should be paid more than women
7 percent of the girls said that men should be paid more than women

CHILDREN APPROVE OF DISCRIMINATION

Q. In general, would you say that an employer or company can choose to hire only men for certain kinds of jobs?

42 percent of the boys agreed that "an employer or a company can choose to hire only men for certain kinds of jobs"

24 percent of the girls agreed with this

CROSS-SEX INTERACTION FACT SHEET

In 1970, 40 percent of all employed women and 57 percent of all employed men worked at occupations in which 75 percent or more of their fellow workers were of their own sex. (Computed from Table 8.1, A Statistical Portrait of Women in the U.S., U.S. Department of Commerce, Bureau of Census, Current Population Reports, Special Studies Series P-23, No. 58, April 1976.)

CHILDREN'S ATTITUDES TOWARD CROSS-SEX INTERACTIONS

A 1977 survey of 906 fourth- and fifth-grade children found that fewer than one-fourth of the children included a child of the other sex among their three best friends.

Q. This year, have you ever invited a boy (a girl) over to your house to play?

70 percent of the boys had never asked a girl to the house

64 percent of the girls had never asked a boy to the house

Q. Think of three people in your class you would like to work with on a project. Are they all boys, all girls, or both boys and girls?

Over 70 percent of the children survey would not choose to work in a group made up of both boys and girls

Q. Whom do your parents want you to have as friends?

40 percent of the boys and

30 percent of the girls reported that their parents wanted them to have friends from their own sex exclusively

FEMALE LEADERSHIP FACT SHEET

Eighteen percent of those employed as managers and administrators are women (U.S. Working Women: A Chartbook, U.S. Department of Labor, Bureau of Labor Statistics, 1975).

Seven percent of female college graduates in the labor force are working as managers and administrators. Twenty-six percent of male college graduates in the labor force are working as managers or administrators (A Statistical Portrait of Women in the U.S., U.S. Department of Commerce, Bureau of Census, Current Population Reports, Special Studies Series P-23, No. 58, April 1976).

ATTITUDES ABOUT LEADERSHIP

Q. How good a leader do you think you are or do you think you would be?

	Percent responding "very good leader"	
	4th grade	5th grade
Girls	27.3%	17.3%
Boys	32.1%	35.5%

Q. Are you a leader?

	Percent responding "never"	
	4th grade	5th grade
Girls	30.3%	24.6%
Boys	22.4%	17.4%

Q. Would you feel comfortable being a class president?

	Percent responding "yes"	
	4th grade	5th grade
Girls	60.0%	48.9%
Boys	60.0%	61.6%

BELIEFS ABOUT ADULT WOMEN AS LEADERS

Q. Powerful people are people who get others to do what they want them to do. Who do you think are powerful?

	Percent responding "same number of men and women"	
	4th grade	5th grade
Girls	70.7%	72.9%
Boys	43.9%	34.2%

Q. Bosses are people who pay other people to work for them. Who do you think are bosses?

	Percent responding "same number of men and women"	
	4th grade	5th grade
Girls	31.4%	48.8%
Boys	28.3%	28.9%

Q. Is there any man you can think of who has a woman for a boss (or supervisor)?

	Percent responding "yes"	
	4th grade	5th grade
Girls	14.8%	20.8%
Boys	10.5%	14.8%

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY FIVE, RESEARCH FINDINGS, SHEET FIVE

Q. When do you think a woman will be elected President of the United States?

	Percent responding "never"	
	4th grade	5th grade
Girls	13.3%	9.2%
Boys	28.5%	23.6%

ACTIVITY SIX

LANGUAGE ARTS WORKSHEET: USE OF PRONOUNS

DO:

Type on elementary typewriter.
Distribute to your students.

SAY: THIS IS AN EXERCISE FOR USING PRONOUNS. PLEASE READ THE STORY BEGINNINGS AND FINISH THE STORIES. USE PRONOUNS IN YOUR STORIES.

The Captain's Story

One day Ms. Taylor said to her class, "This week is National Spelling Bee Week. Our class needs to pick a team for the spelling bee. Terry will be a good captain for the team, because . . . "

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY SIX, USE OF PRONOUNS, SHEET TWO

The Cook's Story

One day Ms. Ramirez said to her class, "Tuesday is Valentine's Day. Our class will have a party. We need someone to bake cupcakes for the party. Pat, would you like to do this?" The teacher chose Pat because . . .

Playing on the Playground

Chris and Sandy were playing together on the school playground.

Chris was wearing ____________________

Sandy was wearing ____________________

They were playing ____________________

WORKSHOP ONE: MEN AND WOMEN IN SOCIETY
ACTIVITY SIX, USE OF PRONOUNS, SHEET THREE

Teacher Research Exercise

This is a research exercise for you to conduct in your classroom. In this way, you can begin to see how your students view men and women, boys and girls, in our society. Ask your students to complete the three children's story stems which you have retyped. Then collect the children's stories and complete the summary sheet below. Be sure to bring the summary sheet (and, if you like, a sample of the children's versions) to our next workshop session, WORKSHOP TWO.

Children's story completion summary sheet

Number of boys and girls who wrote stories, by the sex of the character in the story

	Boys in Class	Girls in Class
The Captain's Story Boy captain (he) Girl captain (she)		
The Cook's Story Boy cook (he) Girl cook (she)		
Playing on the Playground Boys Girls Boy and girl		
Total number of students	(Boys)	(Girls)

ACTIVITY SEVEN

TEACHER'S RESEARCH SHEET

Following is a summary of the WORKSHOP ONE activities you have been asked to conduct in your classroom and the materials to bring with you to the next workshop session:

Activity Six: Children's Story Stems

Ask your students to complete the three children's story stems. Then collect the children's stories and complete the summary sheet. Be sure to bring the completed summary sheet with you to WORKSHOP TWO.

REFERENCES

BOOKS

American Personnel and Guidance Association. Resources for Counselors, Teachers, and Administrators, 2nd edition. Project on Sex Equality in Guidance Opportunities, 1607 New Hampshire Avenue, NW, Washington, DC 20009.

Fishel, Andrew, and Pottker, Janice. National Politics and Sex Discrimination in Education. Lexington, Mass.: Lexington Books, 1977.

Handbook on How to End Sexism in Your Schools. George Washington University, Leadership Training Institute, 1001 Connecticut Avenue, NW, Washington, DC, October 1975.

Lockheed, Marlaine E., and Ekstrom, Ruth B., with Abigail M. Harris. Sex Discrimination in Education: A Literature Review and Bibliography. Princeton, N.J.: Educational Testing Service, 1977.

Medenhall, Janice, ed. Films on the Women's Movement. Office for Civil Rights, General Services Administration, Washington, DC 20405.

Moberg, Verne. Consciousness Razors. Old Westbury, N.Y.: The Feminist Press, 1972.

Pottker, Janice, and Fishel, Andrew, eds. Sex Bias in the Schools: The Research Evidence. Cranbury, N.J.: Associated University Presses, 1977.

Task Force on Sexism in Schools. Feminist Resources for Elementary and Secondary Schools. Valley Women's Center, 200 Main Street, Northampton, MA 01060, 1973.

Title IX Manual. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office for Civil Rights, Elementary and Secondary Education Division, September 1975.

Title IX Supplement. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office for Civil Rights, updated.

Wheeler, Helen. Womanhood Media: Current Resources about Women. Metuchen, N.J.: The Scarecrow Press, 1975.

CATALOGUES

Catalogues of nonsexist children's books, films, audiovisual equipment, posters, and curriculum materials are available from these publishers and bookstores:

Child's Play
226 Atlantic Avenue, Brooklyn, NY 11201

Everywoman Bookstore
2083 Westwood Boulevard, Los Angeles, CA 90025

Feminist Book Mart
41-17 150th Street, Flushing, NY 11355

Feminist on Children's Media
Box 4315, Grand Central Station, New York, NY 10017

The Feminist Press
Box 334, Old Westbury, NY 11568

KNOW, Inc.
P.O. Box 86031, Pittsburgh, PA 15221

Lollipop Power
P.O. Box 1171, Chapel Hill, NC 27514

New England Free Press
Sixty Union Square, Somerville, MA 02134

Women's Heritage Series
Box 3236, Santa Monica, CA 90403

Women's History Research Center
2325 Oak Street, Berkeley, CA 94708

FILM SOURCES (films by and about women)

American Personnel and Guidance Association
1607 New Hampshire Avenue, Washington, DC 20009

Grove Press Films
53 West 11th Street, New York, NY 10003

Minnesota Women's Center
301 Walter Library, University of Minnesota, Minneapolis, MN 55455

New Day Films
P.O. Box 315, Franklin Lakes, NJ 07417

Polymorph Films
331 Newbury Street, Boston, MA 02115

Women on Words and Images
30 Valley Road, Princeton, NJ 08540

Women's Film Co-op
200 Main Street, Northampton, MA 01060

RESOURCE ORGANIZATIONS

American Association of University Women
    Task Force on Sex-Role Stereotyping in Education
    Educational Foundation Programs Office
    2401 Virginia Avenue, NW, Washington, DC 20037

American Federation of Teachers
    Women's Rights Committee
    706 East Denny Way, Seattle, WA 98122

American Historical Association
    Committee on Women Historians
    400 A Street, SE, Washington, DC 20003

American Library Association
    Committee on the Status of Women
    50 East Huron Street, Chicago, IL 60611

American Personnel and Guidance Association
    Sex Equality in Guidance Opportunities
    1607 New Hampshire Avenue, Washington, DC 20009

American Political Science Association
    Committee on the Status of Women in the Profession
    1527 New Hampshire Avenue, NW, Washington, DC 20036

American Psychological Association
    Women's Programs Office
    Committee on Women in Psychology
    1200 17th Street, NW, Washington, DC 20036

American Sociological Association
    Committee on the Status of Women
    1722 N Street, NW, Washington, DC 20036

Association of American Colleges
    Project on the Status and Education of Women
    1818 R Street, NW, Washington, DC 20009

Association for Women in Mathematics
    Department of Mathematics
    Wellesley College, Wellesley, MA 02181

Black Women's Community Development Foundation
    1028 Connecticut Avenue, NW, Washington, DC 20036

Business and Professional Women
    2012 Massachusetts Avenue, NW, Washington, DC 20036

Center for Women's Opportunities
American Association of Community and Junior Colleges
Suite 410, One Dupont Circle, Washington, DC 20036

Change for Children
A Multi-Ethnic Center for Nonsexist Education
255 Mission Street, #201, San Francisco, CA 94105

Citizens' Advisory Council on the Status of Women
U.S. Department of Labor, Women's Bureau
200 Constitution Avenue, NW, Room S-3002 FPB, Washington, DC 20510

Council on Interracial Books for Children, Inc.
1841 Broadway, New York, NY 10017

DC Commission on the Status of Women
District Building, Room 204, 14th and E Streets, NW, Washington, DC 20005

Emma Willard Task Force on Education
1520 West 27th Street, Minneapolis, MN 55408

Federal Women's Programs
Office of Personnel Management
1900 E Street, NW, Room 7540, Washington, DC 20415

National Association of Media Women
157 West 126th Street, New York, NY 10027

National Association of Negro Business and Professional Women's Clubs
1806 New Hampshire Avenue, NW, Washington, DC 20009

National Council of Administrative Women in Education
1815 Fort Myer Drive, N, Arlington, VA 22209

National Council of Negro Women
1819 H Street, NW, Suite 900, Washington, DC 20006

National Education Association
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1156 15th Street, Washington, DC 20005

National Federation of National Association of Women Deans, Administrators, and Counselors
1625 I Street, NW, Suite 624-A, Washington, DC 20006

National Organization for Women
425 13th Street, NW, Suite 1048, Washington, DC 20004

NOW Task Force on Education
3747 Huntington Street, NW, Washington, DC 20015
(List of resources: books, reprints, and organizations)

Pennsylvania Commission for Women
Governor's Office, 312 Finance Building, Harrisburg, PA 17120

Research Center on Women
Alverno College, 3401 South 39th Street, Milwaukee, WI 53215

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1201 16th Street, NW, Washington, DC 20036

Resources for Non-Sexist Environment
7060 Miramar Road, San Diego, CA 92121

Task Force on Equal Rights for Women in Education
Education Commission of the States
300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80203

U.S. Commission on Civil Rights
Office of Congressional and Public Affairs
Community Relations Division
1121 Vermont Avenue, NW, Room 500, Washington, DC 20005
Attn: Women's Liaison Activities

U.S. Department of Health and Human Services
Women's Action Program
301 Independence Avenue, SW, North Building, Room 3627, Washington, DC 20201

Women on Words and Images
30 Valley Road, Princeton, NJ 08540

Women's Action Alliance
370 Lexington Avenue, Room 603, New York, NY 10017

The Women's Bureau
Employment Standards Administration
U.S. Department of Labor
Washington, DC 20200
(Information on the status of women--write to be put on mailing list.)

Women's Equity Action League (WEAL)
805 15th Street, NW, Suite 822, Washington, DC 20005

WORKSHOP TWO

HOW DO WE TALK ABOUT MEN AND WOMEN?

LANGUAGE AND BEHAVIOR

SCHEDULE

This workshop consists of nine activities and takes approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
15 mins.	1. Children's story stems review
25 mins.	2. Workshop overview
5 mins.	3. What other teachers have said: An overview
5 mins.	4. Conversational clichés
20 mins.	5. Sexism in language Part A: Removing sexism from the language exercise Part B: Discussion: Deriving general principles about sexism in language
BREAK	BREAK
5 mins.	6. EM article; Teaching Math Problems article
20 mins.	7. Poster exercise
20 mins.	8. Teacher's research exercises Part A: Teacher's language usage Part B: Student activity choices Part C: Classroom environment
5 mins.	9. Teacher's research materials Teacher's research sheet References

MATERIALS AND EQUIPMENT

One only of the following for instructor's use:

- Grease pencil
- Overhead projector
- Transparency One, Children's story completion summary sheet (Activity One)
- Instructor's problem area identification list (Activity Five)
- Instructor's suggested revision list (Activity Five)
- Transparencies Two, Three, Four, and Five of posters (Activity Seven)
- Hand calculator

One for each participant:

- WORKSHOP TWO schedule (hand out at beginning of session)
- Workshop overview sheet (Activity Two)
- What other teachers have said: An overview (Activity Three)
- Conversational clichés (Activity Four)
- Removing sexism from the language exercise (Activity Five)
- EM article (Activity Six)
- Teaching math problems article (Activity Six)
- Oaktag (Activity Seven)
- Magic markers (Activity Seven)
- Teacher language research form (Activity Eight, Part A)
- Example of teacher language usage research form (Activity Eight, Part A)
- Student activity choice instruction and summary form (Activity Eight, Part B)
- Classroom environment form (Activity Eight, Part C)
- Teacher's research sheet (Activity Nine)
- References sheet (Activity Nine)

ACTIVITY ONE

CHILDREN'S STORY STEMS REVIEW
15 minutes

What this activity is about

This first activity is a review of the teacher's research exercise from the last workshop. As you will recall, participants were asked to record on the summary sheet how their students completed the three children's story stems in class. The purpose of this research exercise was to increase teachers' awareness of how their students perceived boys and girls in typically stereotyped situations.

☞ We anticipate that the children will respond in much the same manner as the teachers did in WORKSHOP ONE, Activity One. That is, they will see Terry as a boy, Pat as a girl, and Chris and Sandy as either both boys or both girls. What implication does this have for how these students view themselves and their classmates?

In this activity, you will be conducting a group discussion based upon a summary of the students' responses to the story stems using overhead Transparency One.

Materials needed

- Transparency One: Children's story completion summary sheet
- Overhead projector
- Grease pencil
- Hand calculator

How to present this activity

SAY: DURING THE LAST WORKSHOP, I GAVE YOU THREE STORY STEMS FOR YOUR STUDENTS TO COMPLETE. ON THIS TRANSPARENCY ARE THE THREE STORY STEM TITLES AND COLUMNS TO INDICATE WHETHER YOUR STUDENTS THOUGHT THE MAIN CHARACTER WAS A BOY OR A GIRL; THE THIRD CATEGORY (NEITHER) STANDS FOR NO INDICATION OF THE SEX OF THE CHARACTERS BY THE CHILDREN. AS I GO AROUND THE ROOM, WILL YOU PLEASE TELL ME THE NUMBER OF BOY, GIRL, AND NEITHER RESPONSES YOU HAD FROM CHILDREN IN YOUR CLASS. FOR THE CHRIS AND SANDY STORY, I'LL ALSO BE RECORDING THE NUMBER OF CHILDREN WHO THOUGHT OF CHRIS AND SANDY AS ONE BOY AND ONE GIRL.

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY ONE, SHEET TWO

DO:

> Show Transparency One and fill it out by calling on each teacher in turn. Add the number of boys and girls and compute a percentage. (See the example at the bottom of this page.) Ask for some reactions, using the following discussion questions as a guide.

Children's story completion summary discussion questions

1. DID THE CHILDREN SEE CAPTAIN TERRY AS A BOY OR A GIRL?
2. DID THE CHILDREN SEE PAT THE COOK AS A GIRL OR A BOY?
3. DID THE CHILDREN SEE CHRIS AND SANDY AS BOTH BOYS, BOTH GIRLS, OR A BOY AND A GIRL?
4. WHAT DO THESE RESULTS INDICATE ABOUT STEREOTYPES?

☞ In the past, we have noted that children have seen Terry as a boy, Pat as a girl, and Chris and Sandy as not being a mixed-sex (boy and girl) pair. Do the students in the participants' classes see these characters in this way? That is, do students see the main characters' roles in a stereotyped way?

Example:

Captain Terry

	Boy	Girl	Neither
Teacher 1	15	4	1
2	12	6	0
3	10	2	2
4	14	1	0
5	7	2	1
Totals	58	15	4
Percentages	58 ÷ 77 x 100= 75 percent	15 ÷ 77 x 100 = 19 percent	4 ÷ 77 x 100 = 5 percent

ACTIVITY TWO

WORKSHOP OVERVIEW
25 minutes

What this activity is about

WORKSHOPS ONE and TWO have been designed to raise teachers' consciousness about the way "we" all see men and women, how we talk about men and women, and how these attitudes and behaviors are perceived by students in the classroom.

☞ This presentation by the workshop instructor is an overview and a statement of the problems which hinder equal status behavior toward boys and girls in the classroom. It identifies three types of classroom activities and techniques which teachers can employ to promote equality. These techniques are:

1. NON-SEX-ROLE STEREOTYPING
2. CROSS-SEX INTERACTION
3. FEMALE LEADERSHIP

Each of these techniques will be covered in more detail in the following workshops. The purpose of this first presentation is to identify the three problem areas.

You may wish to distribute the summary sheet before beginning, so that participants can follow along. The summary sheets are useful as references and provide definitions of terms for the teachers when they return to the classroom.

Materials needed

- A copy of the summary sheet for each participant

How to present this activity

SAY: WHY IS THERE SEX SEGREGATION IN THE CLASSROOM?

WHY ARE BOYS LEADERS AND GIRLS FOLLOWERS?

WHY IS THERE SEX-ROLE STEREOTYPING IN THE CLASSROOM?

WHAT CAN TEACHERS DO TO RESTRUCTURE CLASSROOM ACTIVITIES TO MODIFY THESE PATTERNS?

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY TWO, SHEET TWO

THE PURPOSE OF THIS PRESENTATION IS TO DISCUSS HOW YOU AS TEACHERS CAN CHANGE CHILDRENS' SEX-ROLE STEREOTYPES THROUGH THE USE OF COMMON CLASSROOM MANAGEMENT TECHNIQUES. BY SO DOING, YOU WILL BE PROMOTING EQUAL STATUS BEHAVIOR TOWARD BOYS AND GIRLS IN THE CLASSROOM.

THERE ARE THREE AREAS OF CLASSROOM ACTIVITY IN WHICH EQUAL BEHAVIOR TOWARD GIRLS AND BOYS CAN BE PROMOTED. THESE THREE AREAS ARE NON-SEX-ROLE STEREOTYPING, CROSS-SEX INTERACTION, AND FEMALE LEADERSHIP. LET'S CONSIDER EACH OF THESE AREAS SEPARATELY.

THE FIRST AREA IN WHICH TEACHERS CAN PROMOTE EQUALITY FOR BOYS AND GIRLS IN THE CLASSROOM IS IN REDUCING SEX-ROLE STEREOTYPES. A SEX-ROLE STEREOTYPE IS A SOCIALLY EXPECTED BEHAVIOR PATTERN DETERMINED BY AN INDIVIDUAL'S SEX AND CONFORMING TO A FIXED GENERAL PATTERN.

IN THE UNITED STATES, WE HAVE SOME COMMONLY HELD STEREOTYPES ABOUT MEN AND WOMEN. MEN AND WOMEN ARE BELIEVED TO BE DIFFERENT IN BEHAVIOR, INTERESTS, AND PERSONALITY. FOR EXAMPLE, MEN AND WOMEN ARE INVOLVED IN DIFFERENT OCCUPATIONS, WITH MEN HOLDING HIGHER STATUS AND MORE DEMANDING JOBS. MEN AND WOMEN ARE BELIEVED TO HAVE DIFFERENT INTERESTS. MEN AND WOMEN ARE BELIEVED TO HAVE DIFFERENT PERSONALITIES.

THESE SEX-ROLE STEREOTYPES ARE SUPPORTED IN MANY WAYS IN OUR SCHOOLS. FOR EXAMPLE, IN TEXTBOOKS, REFERENCES TO MEN AND BOYS AND PICTURES OF MEN AND BOYS OUTNUMBER REFERENCES TO AND PICTURES OF WOMEN AND GIRLS.

SIMILAR STEREOTYPING HAS BEEN FOUND ON ACHIEVEMENT TESTS; IN ADDITION, THE CONTENT OF TEST ITEMS REFLECTS SEX-ROLE EXPECTATIONS, WITH MATH ITEMS HAVING CONTENT APPEALING TO BOYS AND READING ITEMS HAVING CONTENT WITH GREATER APPEAL TO GIRLS.

IN THE SCHOOL ITSELF, THE ROLE MODELS AROUND CHILDREN FREQUENTLY SUPPORT STEREOTYPES, WITH MEN AS PRINCIPALS AND WOMEN AS SECRETARIES AND TEACHERS. THESE STEREOTYPES, WHETHER OR NOT THEY ARE ACCURATE OR APPROPRIATE PORTRAYALS OF INDIVIDUAL CAPABILITIES, DO AFFECT CHILDREN'S PERCEPTION OF THEMSELVES AND OTHERS.

IN A 1976 STUDY, 878 FOURTH- AND FIFTH-GRADE STUDENTS IN A SUBURBAN SCHOOL DISTRICT WERE ASKED ABOUT SCHOOL ACTIVITIES AND THEIR ACQUAINTANCE WITH BOYS AND GIRLS. SIXTY-FIVE PERCENT OF THE CHILDREN SAID THAT GIRLS AND BOYS ARE MORE DIFFERENT THAN THEY ARE ALIKE.

SEX-ROLE STEREOTYPING CAN BECOME SELF-FULFILLING PROPHESY. IF CHILDREN SEE ONLY CERTAIN OPTIONS FOR THEMSELVES AND THEIR SEX, THEY WON'T SEEK LEARNING EXPERIENCES AND OPPORTUNITIES WHICH ARE DIFFERENT FROM THEIR EXPECTATIONS.

HOW CAN TEACHERS RESTRUCTURE CLASSROOM ACTIVITIES TO FREE STUDENTS FROM SEX-ROLE STEREOTYPES AND OPEN THEIR UNDERSTANDING OF THEMSELVES AND THEIR OPTIONS FOR THE FUTURE? SEVERAL GOALS CAN BE SOUGHT IN CHANGING SEX-ROLE STEREOTYPES IN THE CLASSROOM.

FIRST, ROLE MODELS SHOULD BE PROVIDED SHOWING BOYS AND GIRLS OR MEN AND WOMEN ENGAGED IN THE SAME ACTIVITIES AND EXHIBITING THE SAME CHARACTERISTICS.

SECOND, BOYS AND GIRLS SHOULD THEMSELVES BE PRAISED FOR ENGAGING IN THE SAME ACTIVITIES AND FOR EXHIBITING THE SAME CHARACTERISTICS.

THIRD, SCHOOL RULES SHOULD BE THE SAME FOR BOYS AND GIRLS.

AND FOURTH, TEACHERS SHOULD INTERACT IN THE SAME WAY WITH BOYS AND GIRLS.

ALL OF THESE GOALS CALL FOR THE IDENTICAL TREATMENT OF BOYS AND GIRLS IN CLASSROOM LESSONS AND ACTIVITIES.

THE SECOND AREA IN WHICH TO PROMOTE EQUALITY IS CROSS-SEX INTERACTION. CROSS-SEX INTERACTION INVOLVES MUTUAL OR RECIPROCAL ACTION OR INFLUENCE BETWEEN MALES AND FEMALES, BETWEEN BOYS AND GIRLS, MEN AND WOMEN.

WHEN FOURTH AND FIFTH GRADERS IN THE 1976 SURVEY STUDY WERE ASKED ABOUT GROUP WORK, MOST OF THE CHILDREN DID NOT THINK OF A CHILD OF THE OTHER SEX AS ONE OF THREE CLASSMATES TO WORK WITH ON A PROJECT.

68 PERCENT OF THE GIRLS MENTIONED ONLY OTHER GIRLS.

76 PERCENT OF THE BOYS MENTIONED ONLY BOYS.

OVER HALF THE CHILDREN HAD NEVER ENGAGED IN SCHOOL WORK WITH A CROSS-SEX PARTNER.

56 PERCENT OF THE GIRLS HAD NEVER WORKED WITH A BOY AS PARTNER.

60 PERCENT OF THE BOYS HAD NEVER WORKED WITH A GIRL AS PARTNER.

FINALLY, MOST CHILDREN DID NOT INCLUDE OTHER-SEX CHILDREN AMONG THEIR THREE BEST FRIENDS.

76 PERCENT OF THE GIRLS MENTIONED ONLY GIRLS.

78 PERCENT OF THE BOYS MENTIONED ONLY BOYS.

THESE CHILDREN'S REPORTS OF THEIR OWN CLASSROOM ACTIVITIES AND COMPANIONS ARE REPRESENTATIVE OF ACTUAL CLASSROOM INTERACTION IN MANY SCHOOLS ACROSS THE COUNTRY.

ALTHOUGH BOYS AND GIRLS ARE NOW DRESSING SIMILARLY FOR SCHOOL, WITH GIRLS AS WELL AS BOYS WEARING JEANS AND TEE SHIRTS, SUCH SIMILARITY IN APPEARANCE DOES NOT NECESSARILY LEAD TO CROSS-SEX INTERACTION.

WHY DOES SEGREGATION BY SEX OCCUR IN THE CLASSROOM? WE DON'T KNOW. MAYBE FAMILY AND OLDER FRIENDS ENCOURAGE SEX SEGREGATION. MAYBE CHILDREN THINK IT IS WRONG TO HAVE A FRIEND OF THE OPPOSITE SEX. BUT WE DO KNOW THAT CHILDREN CHOOSE TO BE SEGREGATED AND THAT THIS SEGREGATION IN COEDUCATIONAL SCHOOLS INHIBITS THEM FROM DEVELOPING THE FULL RANGE OF SKILLS AVAILABLE TO THEM.

IN THE 1976 SCHOOL QUESTIONNAIRE, IT WAS FOUND THAT CHILDREN HAD SEEN WOMEN AS LEADERS IN SOME AREAS. FOR EXAMPLE, MORE THAN 60 PERCENT OF THE BOYS AND GIRLS HAD BEEN IN A CLASSROOM UNIT WHERE A WOMAN WAS LEADER; HAD BEEN IN A MIXED-SEX GROUP, SUCH AS A TEAM OR CLUB, WHERE A GIRL WAS CHOSEN LEADER; OR HAD WATCHED TELEVISION PROGRAMS WITH FEMALE SUPERHEROES. IN OTHER AREAS, THE STUDENTS HAD HAD LITTLE EXPOSURE TO WOMEN AS LEADERS. MORE THAN 60 PERCENT OF THE BOYS AND GIRLS HAD NEVER BEEN IN A SCHOOL WITH A WOMAN PRINCIPAL.

WHAT CAN BE DONE BY TEACHERS TO PROMOTE CROSS-SEX INTERACTION DURING CLASSROOM ACTIVITIES? THREE GOALS CAN BE SOUGHT BY YOU AS A TEACHER:

> FIRST, YOU SHOULD SEEK A BALANCE IN THE NUMBER OF BOYS AND GIRLS WITHIN ALL GROUPS.
>
> SECOND, INTERACTION AMONG GROUP MEMBERS AND, THEREFORE, AMONG BOYS AND GIRLS SHOULD BE CENTRAL TO CLASSROOM ACTIVITIES PROMOTING CROSS-SEX INTERACTION.
>
> THIRD, CROSS-SEX INTERACTION SHOULD BE MAINTAINED AS A NORM FOR CLASSROOM ACTIVITIES.

A THIRD AREA OF CLASSROOM ACTIVITY WHERE EQUALITY BETWEEN THE SEXES CAN BE PROMOTED IS IN LEADERSHIP, PARTICULARLY IN ENCOURAGEMENT OF GIRLS TO BE LEADERS.

LEADERSHIP INVOLVES GUIDING, DIRECTING, HAVING CHARGE OF, BEING AT THE HEAD OF A GROUP OF PEOPLE. WHEN GIRLS OR WOMEN LEAD, THERE IS FEMALE LEADERSHIP. HOWEVER, SEX-ROLE STEREOTYPING HAS DISCOURAGED OR PREVENTED MANY COMPETENT GIRLS AND WOMEN FROM TAKING LEADERSHIP ROLES. ACCORDING TO 1976 STATISTICS, THERE WERE NO FEMALE HEADS OF STATE. OF COURSE, THERE HAS NEVER BEEN A WOMAN PRESIDENT OF THE UNITED STATES. IN 1976, WOMEN WERE FOUND IN ONLY 18 PERCENT OF NONFARM MANAGEMENT AND ADMINISTRATIVE POSITIONS. AND IN PUBLIC SCHOOLS WHICH OUR CHILDREN ATTEND, LESS THAN 1 PERCENT OF DISTRICT SUPERINTENDENTS AND 3 PERCENT OF HIGH SCHOOL PRINCIPALS ARE WOMEN.

WITH SEX-ROLE MODELS AND EXPERIENCES WITHIN OUR OWN SCHOOLS DISCOURAGING FEMALE LEADERSHIP, DO CHILDREN SEE WOMEN AS LEADERS? IN THE 1976 SCHOOL QUESTIONNAIRE, IT WAS FOUND THAT CHILDREN HAD SEEN WOMEN AS LEADERS IN SOME AREAS. FOR EXAMPLE, MORE THAN 60 PERCENT OF THE BOYS AND GIRLS HAD BEEN IN A CLASSROOM UNIT WHERE A WOMAN WAS LEADER; HAD BEEN IN A MIXED-SEX GROUP, SUCH AS A TEAM OR CLUB, WHERE A GIRL WAS CHOSEN LEADER; OR HAD WATCHED TELEVISION PROGRAMS WITH FEMALE SUPERHEROES.

IN OTHER AREAS, THE STUDENTS HAD LITTLE EXPOSURE TO WOMEN AS LEADERS. MORE THAN 60 PERCENT OF THE BOYS AND GIRLS HAD NEVER BEEN IN A SCHOOL WITH A WOMAN PRINCIPAL, HAD NEVER STUDIED ANY FAMOUS WOMEN, OR HAD NEVER KNOWN A MAN WHO HAD A WOMAN FOR A BOSS OR SUPERVISOR.

WHEN THEIR ATTITUDES ABOUT THEMSELVES WERE SURVEYED, 20 PERCENT OR FEWER OF THE GIRLS FELT THEY WOULD BE GOOD LEADERS, WHILE MORE THAN 30 PERCENT OF THE BOYS THOUGHT THEY WOULD. MORE GIRLS THAN BOYS FELT THEY WERE NEVER LEADERS AND FEWER GIRLS THAN BOYS FELT THEY WOULD BE COMFORTABLE BEING A CLASS PRESIDENT.

GOING BEYOND STUDENTS' ATTITUDES TO STUDIES OF CROSS-SEX INTERACTION, THERE IS EVIDENCE THAT BOYS ARE MORE ACTIVE AND INFLUENTIAL THAN GIRLS IN MIXED-SEX WORK GROUPS. BOYS ARE MORE ACTIVE VERBALLY AND PHYSICALLY THAN GIRLS AND ARE MORE LIKELY TO BE PERCEIVED AS GROUP LEADERS. GIRLS, EVEN WHEN THEY ARE ACTIVE IN WORK GROUPS, ARE SELDOM PERCEIVED AS LEADERS.

IT IS IN THE AREA OF FEMALE LEADERSHIP THAT SEX-ROLE STEREOTYPING HAD HAD A TREMENDOUS IMPACT ON WOMEN'S ASPIRATIONS AND PERCEPTIONS OF THEMSELVES, AS WELL AS GUARANTEEING THAT WOMEN SELDOM GAIN EXPERIENCE AND SKILLS IN LEADERSHIP.

HOW CAN TEACHERS ENCOURAGE FEMALE LEADERSHIP IN CLASSROOM ACTIVITIES? AGAIN, AS A TEACHER, THERE ARE SEVERAL GOALS YOU SHOULD SEEK IN ORDER TO INCREASE FEMALE LEADERSHIP:

> FIRST, GIRLS AND BOYS SHOULD BE SELECTED EQUALLY OFTEN AS LEADERS OF ACTIVITIES AND GROUPS.
>
> SECOND, THEY SHOULD BE PERCEIVED AS EQUALLY COMPETENT AS LEADERS.
>
> THIRD, THEY SHOULD BE EQUALLY ACCEPTED AS LEADERS.

IN SUMMARY, THEN, THREE AREAS OF CLASSROOM ACTIVITY WHERE YOU, AS A TEACHER, CAN PROMOTE EQUAL BEHAVIOR TOWARD BOYS AND GIRLS ARE: NON-SEX-ROLE STEREOTYPING, CROSS-SEX INTERACTION, AND FEMALE LEADERSHIP.

ACTIVITY THREE

WHAT OTHER TEACHERS HAVE SAID: AN OVERVIEW
5 minutes

What this activity is about

Years of research in the school environment with fourth- and fifth-grade teachers and students contributed to the development of the C-A-R-E workshop series on equal status behavior for boys and girls in the classroom. Many teachers who helped develop curriculum activities and participated in workshops like this one provided written comments and reactions.

We've included in this and subsequent workshops some of these teachers' comments for your workshop participants to read, consider, and talk about among themselves.

Materials needed

- Copies of "What other teachers have said: An overview" for each participant

How to present this activity

DO:

Pass out copies to each participant. Have them read over these teachers' comments. If you wish, and time allows, ask for participants' reactions, comments, and so forth.

ACTIVITY FOUR

CONVERSATIONAL CLICHÉS
5 minutes

What this activity is about

In this activity, we are asking you to distribute the conversational clichés sheet to be read aloud (and with feeling) by each teacher. Although the reading may produce many chuckles, the underlying intent is actually quite serious.

☞ The terms we use to describe men and women affect our perceptions of men's and women's attributes, abilities, and roles. Words impart sex stereotypes. What images do these clichés give?

Materials needed

- One copy of conversational clichés for each participant

How to present this activity

SAY: I'M GOING TO HAND OUT SOME COMMON CONVERSATIONAL CLICHÉS AND ASK EACH ONE OF YOU TO READ ONE OUT LOUD, AND WITH FEELING!

DO:

> Distribute one copy of conversational clichés to each participant. Have each teacher read one of the clichés. What is the reaction?

ACTIVITY FIVE

SEXISM IN LANGUAGE
20 minutes

What this activity is about

Now that the teachers have begun thinking about sexism in language from the preceding activity, we turn in this exercise to consider how they can begin to avoid sexism in language in their classrooms. The purpose of this exercise is to practice removing sexism from language (Part A) and to derive general principles regarding the elimination of sexist language (Part B).

For your convenience in presentation, we have divided this activity into two parts. In Part A, participants are asked individually to complete the removing sexism from the language exercise sheet. Allow ten minutes of workshop time for this activity. In Part B, the entire workshop group should review this exercise sheet, which should take approximately another ten minutes.

PART A: REMOVING SEXISM FROM THE LANGUAGE EXERCISE

Materials needed

- One copy of the removing sexism from the language exercise sheet for each participant

How to present this activity

SAY: THIS EXERCISE IS SELF-EXPLANATORY AND SHOULD BE DONE INDIVIDUALLY. IF YOU CAN'T THINK OF A RESPONSE, SKIP THE ITEM AND GO ON TO THE NEXT ONE. YOU WILL HAVE ABOUT 10 MINUTES TO FINISH.

DO:

Distribute one copy of the removing sexism from the language exercise sheet to each participant.

PART B: DISCUSSION: DERIVING GENERAL PRINCIPLES ABOUT SEXISM IN LANGUAGE

Materials needed

- Instructor's problem area identification list
- Instructor's suggested revision list

How to present this activity

SAY: NOW WE'RE GOING TO REVIEW AS A GROUP OUR SUGGESTIONS FOR REVISIONS OF SEXISM IN LANGUAGE.

DO:

> Using the discussion questions listed below and also the instructor's list and suggested revision list identifying the problem area that appear on the pages that follow, go back over the removing sexism from the language exercise and each of the 21 items on the exercise sheet with the entire workshop participant group.

Discussion questions

1. WAS IT EASY TO SEE THE SEXISM IN THE LANGUAGE? (Review each example and discuss. Go back over exercise.) WERE THERE ANY EXAMPLES THAT PARTICIPANTS DIDN'T SEE AS PROBLEMS?

2. ARE THERE GENERAL TYPES OF SEXIST LANGUAGE TO AVOID? LIST SOME TYPES--USE LARGE CATEGORIES.

Instructor: Make sure that the following categories are listed:

   a. LANGUAGE THAT OMITS WOMEN

      Example: Man: A course of study

   b. LANGUAGE THAT DEMEANS OR DIFFERENTIATES WOMEN

      Example: Andrew Wyeth is a fine painter and Georgia O'Keefe is a fine woman painter.

   c. LANGUAGE THAT PERPETUATES SEX-ROLE STEREOTYPING

      Example: Al listened patiently to the ladies chatter.

   d. LANGUAGE THAT CONTINUALLY DEPICTS WOMEN AS SUBORDINATE TO MEN

      Example: The salesclerk asked her customer for two credit cards so that her manager could give his approval for the check.

3. CAN YOU THINK OF WRITTEN MATERIAL FROM YOUR OWN SCHOOL THAT EXHIBITS SEXIST LANGUAGE?

For instructor's use: Problem area identification list*

Revise the following sexist wording:

	Sexist wording		Problem area
1.	early man	1.	omits women
2.	when man invented the wheel	2.	omits women
3.	Man: A course of study	3.	omits women
4.	businessmen	4.	omits women
5.	congressmen	5.	omits women
6.	the fair sex, the weaker sex	6.	demeans or differentiates women
7.	sculptress, authoress	7.	demeans or differentiates women
8.	Connors and Miss Evert are finalists at Wimbledon.	8.	demeans or differentiates women
9.	Rosylyn Yalow, wife and mother, was a recent Nobel prize winner in physics.	9.	demeans or differentiates women
10.	In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	10.	omits women
11.	Al listened patiently to the ladies chatter.	11.	perpetuates sex-role stereotyping
12.	Andrew Wyeth is a fine painter and Georgia O'Keefe is a fine woman painter.	12.	demeans or differentiates women
13.	The ancient Egyptians allowed women considerable control over property.	13.	women as subordinate
14.	A slave could not claim his wife or children as his because the laws did not recognize slave marriage.	14.	women as subordinate

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*Adapted from Reviewing Curriculum for Sexism, State University of New York (SUNY), State Education Department, Division of Curriculum Development, Albany, New York. From Scott, Foresman Guidelines.

Sexist wording	Problem area
15. the farmer and his wife	15. women as subordinate
16. the lawyer and his secretary	16. women as subordinate
17. Miss Brown took her problem to the principal, Mr. Smith.	17. women as subordinate
18. The salesclerk asked her customer for two credit cards so that her manager could give his approval for the check.	18. women as subordinate
19. The boys like action stories and both boys and girls like animation comedy.	19. perpetuates sex-role stereotyping
20. Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	20. perpetuates sex-role stereotyping
21. To help girls improve math skills, use examples that will be of interest to them, such as cooking, sewing, and practical measurement problems.	21. perpetuates sex-role stereotyping

For instructor's use: Suggested revisions for removing sexism from the language exercise

1. early humans
2. when the wheel was invented
3. Humans: A course of study
   Homo sapiens: A course study
4. Since the term businessman is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.
5. congressperson, representative, senator
6. women
7. sculptor, author
8. Connors and Evert are finalists at Wimbledon.
9. A recent Nobel prize winner in physics was Dr. Rosylyn Yalow.

10. In New England, the typical farm was so small that the farm family could take care of it by themselves.

11. Al listened to the women talk.

12. Andrew Wyeth and Georgia O'Keefe are fine painters.

13. The ancient Egyptians were allowed considerable control over their own property.

14. Slave marriages were not recognized by law; therefore, many families were separated.

15. the farmer and his wife (This can be reworded to reflect the context and content of the statement or sentence, for example: The farming family had to get up early every day to begin many chores.)

16. the lawyer and her secretary (Women are frequently described as subordinate to men. Make sure that when you make up examples you include examples of women as supervisors of both men and other women.

17. The teacher took a problem to the principal.

18. The salesclerk asked the customer for two credit cards so that the check could be approved by the manager. (Women are frequently described as subordinate to men. Make sure that when you make up examples, you include examples of women as supervisors of both men and other women.)

19. Children like both action stories and animation comedy.

20. Hammers and scissors are good eye-hand coordinators for boys and girls.

21. To help students improve math skills, use examples from aspects of daily living.

If time permits, a break is recommended here. How about coffee and donuts for the group? And a chance to get up and S-T-R-E-T-C-H!

ACTIVITY SIX

EM ARTICLE: TEACHING MATH PROBLEMS ARTICLE
5 minutes

What this activity is about

This activity serves as a bridge between the last exercise and the next poster exercise. These articles show us another way to talk about men and women, thereby avoiding sexism in the language. The teaching math problems sheet also demonstrates how nonsexist language can be integrated into daily lesson plans and activities. We've included the EM article because we thought it was interesting and also fun for the teachers to read. In addition, it continues the underlying consciousness-raising purpose of this workshop.

Materials needed

- One copy of the EM article for each participant
- One copy of the teaching math problems article for each participant

How to present this activity

DO:

> Pass out copies of the articles for teachers to read quietly. Are there any reactions to these articles?

ACTIVITY SEVEN

POSTER EXERCISE
20 minutes

What this activity is about

In this poster exercise, the teachers can apply the language principles derived from the past few workshop exercises for use in their classrooms. We have included transparencies of sample posters for you to show as examples to the workshop group. However, if possible, we suggest that you also display posters made by other teachers, or yourself, which employ the nonsexist language theme.

Materials needed

- 22" x 28" oaktag sheets
- Magic markers
- Overhead Transparencies Two, Three, Four, and Five and/or examples of posters made by other teachers

How to present this activity

DO:

Participants should work in pairs to do this activity. Hand out oaktag and magic markers to each workshop participant. Using the overhead projector, show examples of the posters (Transparencies Two, Three, Four, and Five) made by other teachers. Then instruct the participants to make their own posters to put up in their classrooms. In WORKSHOP THREE, you will be asking if there were any student and other teacher reactions to the posters made today. Allow the teachers 20 minutes to complete the posters. If time permits after the posters are completed, have workshop participants show their posters to each other to exchange ideas.

SAY: FOR THE NEXT TWENTY MINUTES, YOU ARE GOING TO BE MAKING POSTERS TO PLACE IN YOUR CLASSROOM. CHOOSE A PARTNER TO WORK WITH. MAKE A POSTER ABOUT HOW TO ELIMINATE SEXISM IN LANGUAGE. HERE ARE SOME EXAMPLES OF POSTERS MADE BY OTHER TEACHERS.

ACTIVITY EIGHT

TEACHER'S RESEARCH EXERCISES

20 minutes

What this activity is about

The purpose of these research exercises is to enable teachers to look at what happens in their classroom in relation to the topics covered in this workshop and the next workshop. Specifically, these are the areas of sexism in the language and SEX-ROLE STEREOTYPING. There are three evaluation activities that are described below. Afterward, be sure to hand out the research summary sheet (Activity Nine) that tells the teachers about the assignments and materials that will be needed for the next workshop session.

PART A: TEACHER'S LANGUAGE USAGE

What this activity is about

Throughout this workshop, participants have been looking at how language influences perceptions of men and women. This research exercise is an excellent self-evaluation activity enabling teachers to examine their own verbal behavior as it is presented in their classrooms.

Materials needed

- One copy of the teacher language usage research form for each participant
- One copy of the example of teacher language usage research form for each participant

How to present this activity

SAY: THIS IS A RESEARCH ACTIVITY FOR YOU TO DO IN YOUR CLASSROOM. PLEASE READ OVER THE INSTRUCTIONS. FEEL FREE TO ASK QUESTIONS ABOUT WHAT YOU ARE TO DO.

DO: Pass out copies of the forms to each participant. Since the instructions are self-explanatory, give the participants a few minutes to read them over and ask questions. Remind participants to bring the completed forms with them to WORKSHOP THREE.

PART B: STUDENT ACTIVITY CHOICES

What this activity is about

In this in-class research exercise, teachers will be asking their students to choose a typically "male" or typically "female" task (such as coloring a bunny versus coloring a monster). We anticipate that the children will choose roles or tasks that are stereotyped. The teachers should record the students' choices on the summary sheet and bring it with them to WORKSHOP THREE.

Materials needed

- One copy of the student activity choice instruction and summary form for each participant

How to present this activity

SAY: PLEASE READ OVER THE INSTRUCTIONS FOR THIS RESEARCH EXERCISE. WHICH ACTIVITIES DO YOUR STUDENTS CHOOSE? DO THEY PREFER TO ENGAGE IN SEX-ROLE-STEREOTYPED ACTIVITIES, OR ARE THEY WILLING TO TRY NEW ACTIVITIES?

DO:

> Pass out copies of the instructions and summary sheets to each participant. Are there any questions?

PART C: CLASSROOM ENVIRONMENT

What this activity is about

The purpose of this exercise is to have teachers look at how men and women are presented in the classroom environment in displays, posters, pictures, and so forth. From past experience, we anticipate that males and females will be depicted in a generally stereotypic manner. Again, this is a consciousness-raising exercise.

If time permits, we suggest you have teachers look through pictures typically present in a classroom. You should review these pictures with the workshop group and ask for their observations. In this manner, teachers will have a better understanding of what they are looking for in their own classrooms.

Materials needed

- Copies of the classroom environment form for each participant

How to present this activity

SAY: THE THIRD PART OF THIS ACTIVITY IS A CLASSROOM ENVIRONMENT ASSESSMENT. THE INSTRUCTIONS ARE SELF-EXPLANATORY. YOU SHOULD LOOK AT THE CLASSROOM WHERE YOU SPEND MOST OF YOUR TIME. BE SURE TO BRING ALL COMPLETED MATERIALS FOR ACTIVITY EIGHT WITH YOU TO WORKSHOP THREE.

DO:

Pass out copies of the classroom environment forms to each workshop participant. The forms are self-explanatory and should take only a few minutes to complete. Instruct the teachers to evaluate the classroom where they spend most of their teaching time. These forms should be brought back to the next workshop session.

ACTIVITY NINE

TEACHER'S RESEARCH MATERIALS
5 minutes

What this activity is about

At the end of each workshop session, we are asking you to distribute research materials to the participants. In this workshop, these materials include a teacher's research sheet and a references list. The main purpose of the research sheet is a gentle reminder of the activities teachers were asked to complete in their classrooms and the materials they need to bring to WORKSHOP THREE. The references sheet includes a brief list of several publications and periodicals related to the topics covered in this workshop session. It is meant to be a suggested beginning point for those interested in further reading.

☞ Please note that we have added one additional research assignment, Number Five, on the teacher's research sheet.

Materials needed

- Teacher's research sheet for each participant
- References for each participant

How to present this activity

DO:

> Pass out copies of the research and references sheets to each participant.

SAY: THE RESEARCH SHEET THAT I'VE JUST GIVEN TO YOU LISTS AND DESCRIBES THE EXERCISES THAT YOU ARE ASKED TO COMPLETE IN YOUR CLASSROOMS AND THE MATERIALS YOU NEED TO BRING TO WORKSHOP THREE. BE SURE TO NOTE THAT ONE MORE ACTIVITY, NUMBER FIVE, HAS BEEN ADDED. YOU ARE ASKED TO BRING IN WRITTEN LESSON PLANS FOR REVIEW DURING WORKSHOP THREE. SPECIFICALLY, THE CURRICULAR MATERIAL SHOULD INVOLVE LANGUAGE USAGE OR WORD USAGE (EXAMPLE: SOCIAL STUDIES READING, MATH WORD PROBLEMS, LANGUAGE EXERCISES) AND SHOULD BE AN ACTIVITY CHILDREN CAN DO AT THEIR DESKS. BE SURE THE LESSON PLAN MENTIONS PEOPLE.

WORKSHOP TWO

MATERIALS FOR INSTRUCTOR

(TRANSPARENCIES)

TRANSPARENCY ONE
CHILDREN'S STORY COMPLETION SUMMARY SHEET

	Captain Terry			Pat the Cook			Chris and Sandy			
	Boy	Girl	Neither	Boy	Girl	Neither	Boys	Girls	Each	Neither
Teacher 1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
Totals										
Percentages										

TRANSPARENCY TWO

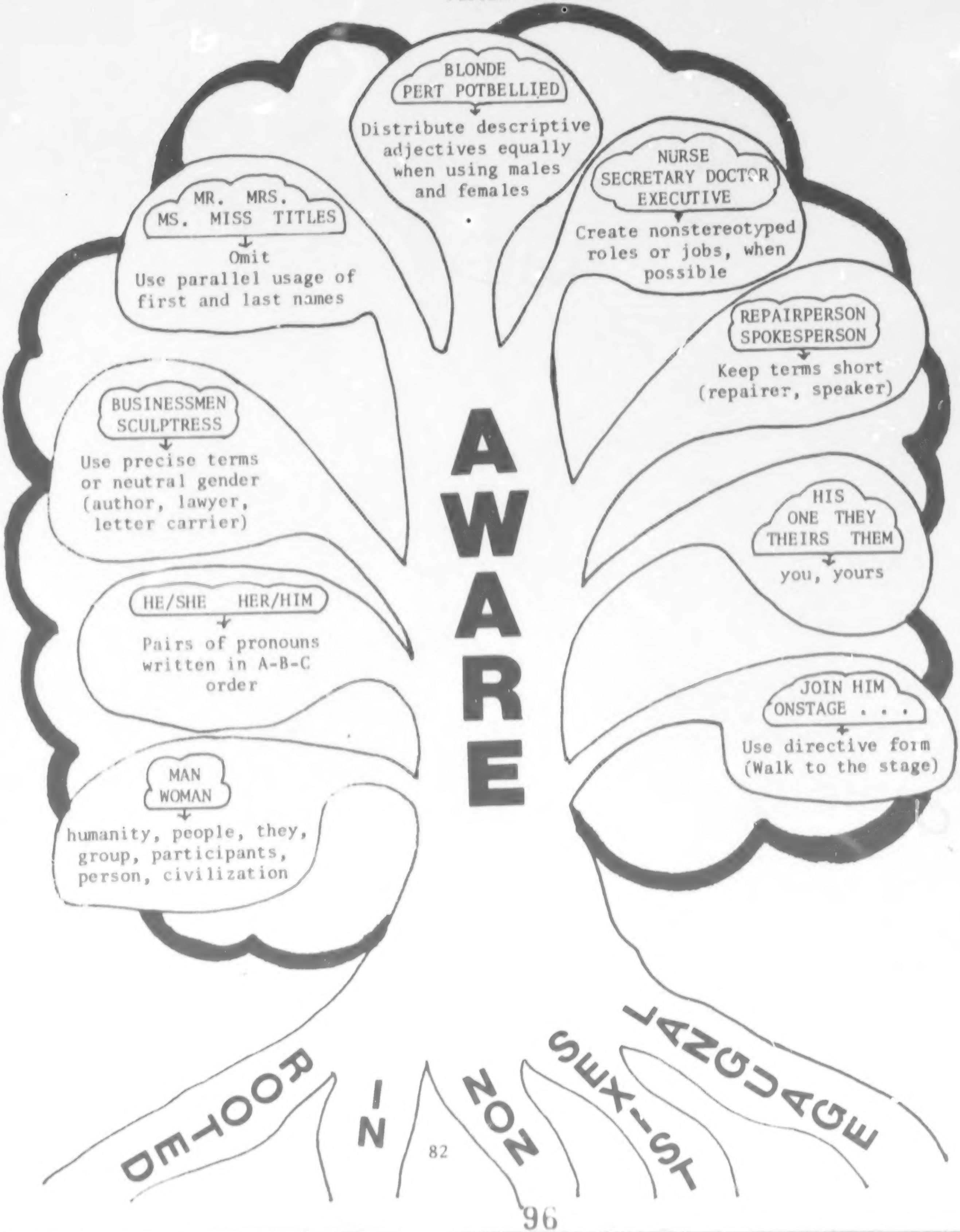
POSTER #1

Sex

1. Let's change language that demeans women and/or men.
2. Use such pronouns as their, you, yours, one, our, etc. for multi-sex use.
3. Situations, objects, occupations, etc., should reflect both sexes.
4. Activities should be cross-sex oriented.
5. People should be judged by their abilities.
6. Be aware of sex stereotyping in everyday use.

TRANSPARENCY THREE

POSTER #2



AWARE

BLONDE PERT POTBELLIED → Distribute descriptive adjectives equally when using males and females

MR. MRS. MS. MISS TITLES → Omit. Use parallel usage of first and last names

NURSE SECRETARY DOCTOR EXECUTIVE → Create nonstereotyped roles or jobs, when possible

REPAIRPERSON SPOKESPERSON → Keep terms short (repairer, speaker)

BUSINESSMEN SCULPTRESS → Use precise terms or neutral gender (author, lawyer, letter carrier)

HIS ONE THEY THEIRS THEM → you, yours

HE/SHE HER/HIM → Pairs of pronouns written in A-B-C order

JOIN HIM ONSTAGE . . . → Use directive form (Walk to the stage)

MAN WOMAN → humanity, people, they, group, participants, person, civilization

ROOT-ED IN NON SEX-IST LANGUAGE

WORKSHOP TWO: LANGUAGE AND BEHAVIOR

TRANSPARENCY FOUR
POSTER #3

The difference between ♀ and ♂ is
YOU!

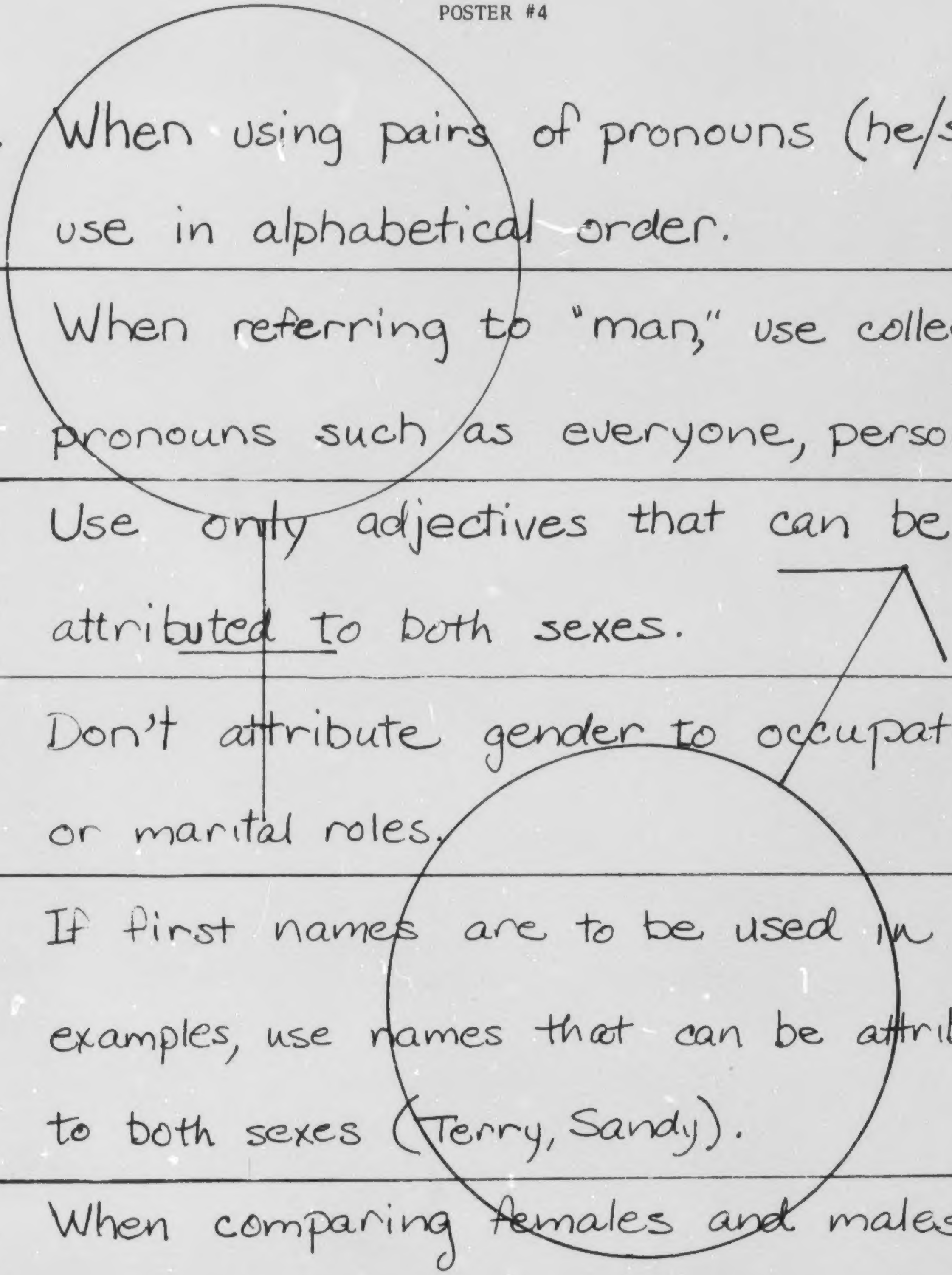
PEOPLE take the place of
PRONOUNS!

ACTIVE adjectives
describe BOTH SEXES!

Women are Adults, too!

TRANSPARENCY FIVE

POSTER #4



1. When using pairs of pronouns (he/she), use in alphabetical order.
2. When referring to "man," use collective pronouns such as everyone, person, etc.
3. Use only adjectives that can be attributed to both sexes.
4. Don't attribute gender to occupations or marital roles.
5. If first names are to be used in examples, use names that can be attributed to both sexes (Terry, Sandy).
6. When comparing females and males, make parallel comparisons.

WORKSHOP TWO

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

HOW DO WE TALK ABOUT MEN AND WOMEN?

LANGUAGE AND BEHAVIOR

SCHEDULE

This workshop consists of nine activities and takes approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
15 mins.	1. Children's story stems review
25 mins.	2. Workshop overview
5 mins.	3. What other teachers have said: An overview
5 mins.	4. Conversational clichés
20 mins.	5. Sexism in language Part A: Removing sexism from the language exercise Part B: Discussion: Deriving general principles about sexism in language
BREAK	BREAK
5 mins.	6. EM article; Teaching Math Problems article
20 mins.	7. Poster exercise
20 mins.	8. Teacher's research exercises Part A: Teacher's language usage Part B: Student activity choices Part C: Classroom environment
5 mins.	9. Teacher's research materials Teacher's research sheet References

ACTIVITY TWO

WORKSHOP OVERVIEW SHEET

Why is there sex segregation in the classroom?

Why are boys leaders and girls followers?

Why is there SEX-ROLE STEREOTYPING in the classroom?

What can teachers do to restructure classroom activities to modify these patterns?

The purpose of this presentation is to demonstrate how you as teachers can change children's sex stereotypes through the use of common classroom management techniques. By so doing you will be promoting equal status behavior toward boys and girls in the classroom.

There are three areas of classroom activity in which equal behavior toward girls and boys can be promoted:

1. NON-SEX-ROLE STEREOTYPING
2. CROSS-SEX INTERACTION
3. FEMALE LEADERSHIP

In this and subsequent workshops, we will be considering each of these three areas. As you go through the workshop activities, keep in mind the following definitions and how these areas relate to what occurs in your classroom:

SEX-ROLE STEREOTYPE

A SEX-ROLE STEREOTYPE is a socially expected behavior pattern determined by an individual's sex and conforming to a fixed general pattern.

CROSS-SEX INTERACTION

CROSS-SEX INTERACTION involves mutual or reciprocal action or influence between males and females--between boys and girls, men and women.

FEMALE LEADERSHIP

Leadership involves guiding, directing, having charge of, being at the head of a group of people. When girls or women lead, there is FEMALE LEADERSHIP.

ACTIVITY THREE

WHAT OTHER TEACHERS HAVE SAID: AN OVERVIEW

Other fourth- and fifth-grade teachers who participated in workshops like this one were asked for their comments about the topics examined in this C-A-R-E series. Here is what they had to say.

> It is important to integrate non-sex-role stereotyping, cross-sex interaction, and female leadership procedures within the regular day-to-day classroom curriculum activities for the following reasons:
>
> 1. Society is rapidly changing. We as educators must sensitize our students to the changes that are taking place and prepare them for the future. In the future, if not already in our own circumstances and classes, females will be expected to and will naturally assume more leadership positions, there will not be such a large discrepancy between "women's" and "men's" jobs, and males and females will be working together in equal status positions. This awareness must start now.
>
> 2. Students must be made aware of their own capabilities and potentials. They must realize that they are not limited by any preconceived ideas that people and society may have concerning roles. The only limitations that they have are those that they place on themselves.
>
> 3. We must change their behavior and preconceived ideas because the changing of their behavior will definitely change the future, since their views and behaviors are our future.
>
> Specifically, it is important to integrate non-sex-role stereotyping situations within the classroom for the following reasons:
>
> 1. Male and female roles that are illustrated in students' texts unfortunately do not always reflect their lives, their experiences, and the way things ought to be. By providing the students with an opportunity to discuss and to compare what they see and what they read with what ought to be gives them the chance to understand what is and what should be.

2. Sex-role stereotyping influences the dynamics of group interaction. By providing opportunities to analyze class attitudes toward sex-role stereotypes, the teacher can help students develop a different and better self-image, providing them with the opportunity to become the best persons that they can indeed become.

3. By reducing sex-role stereotyping, the possibilities of students' futures are limitless.

It is important to integrate female leadership situations within the classroom because there is a large diversity of opinions about women's capabilities and "proper position" in our society. By providing the opportunity to females in your classes you are indeed demonstrating that females are able to assume leadership roles and can do so effectively.

It is important to integrate cross-sex interaction situations within the classroom simply to be realistic. In order to build a better future, men and women will have to work together, pooling their resources and sharing their capabilities. It is a known fact that working together will accomplish more than working against one another.

A. K.
Grade 5

Child-held attitudes about sex equality are essentially value judgments. They are internalized by the child after prolonged exposure to his or her environment. If this environment is "rich" in the patterns of sex inequality, the attitudes will reflect the same. Attitude formation does not come from any cognitive stimulus, but rather from an effective stimulus.

The environmental stimuli are provided by parents, religious training, peers, social organizations, mass media (primarily television), and the classroom setting. Reinforced daily over a lengthy time span, these attitudes are a part of the child's nonthinking, operating guidelines within which he or she functions.

These attitudes are not permanent, however, until they have been tested by the child. It is the hope that children through age eleven have not truly had the opportunity to do their experimenting. Positive intervention would then be possible for educators who create situations within which the children could discover the suitability of their attitudes.

Non-sex stereotyping, cross-sex interaction, and female leadership activities provide exposure to situations that raise awareness and allow for attitude testing and permanent integration of equal status values.

Again, because values are being dealt with, the process of change must be consistent and of great duration. Reinforcement daily through classroom curriculum and non-sexist teacher behaviors is needed to set the behavior and thought patterns of the children to the goal that "all (people) are created equal" with the same rights.

G. K.
Grade 5

ACTIVITY FOUR

CONVERSATIONAL CLICHÉS

WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?

WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?

WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?

WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?

WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?

WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL?

WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE HUMOROUS?

WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTERBRAINED?

WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?

WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?

WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?

WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS?

IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?

WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE?

WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?

WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?

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ACTIVITY FIVE

REMOVING SEXISM FROM THE LANGUAGE EXERCISE SHEET

Instructions

Many older and some newer textbooks and workbooks contain sexist language. Here are some examples drawn from such sources. In the left-hand column is the sexist wording. Think up nonsexist alternatives and put them in the right-hand column.

Sexist wording	Nonsexist revision
fireman	fire fighter
the girls in the office	the women in the office

Revise the following sexist wording:

1. early man — 1. ____________________
2. when man invented the wheel — 2. ____________________
3. Man: A Course of Study — 3. ____________________
4. businessmen — 4. ____________________
5. congressmen — 5. ____________________
6. the fair sex, the weaker sex — 6. ____________________
7. sculptress, authoress — 7. ____________________
8. Connors and Miss Evert are finalists at Wimbledon. — 8. ____________________ ____________________
9. Rosylyn Yalow, wife and mother, was a recent Nobel prize winner in physics. — 9. ____________________ ____________________ ____________________

Adapted from Reviewing Curriculum for Sexism, State University of New York (SUNY), State Education Department, Division of Curriculum Development, Albany, New York. From Scott, Foresman Guidelines.

Sexist wording	Nonsexist revision
10. In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	10. ____________________
11. Al listened patiently to the ladies chatter.	11. ____________________
12. Andrew Wyeth is a fine painter and Georgia O'Keefe is a fine woman painter.	12. ____________________
13. The ancient Egyptians allowed women considerable control over property.	13. ____________________
14. A slave could not claim his wife or children as his because the laws did not recognize slave marriage.	14. ____________________
15. the farmer and his wife	15. ____________________
16. the lawyer and his secretary	16. ____________________
17. Miss Brown took her problem to the principal, Mr. Smith.	17. ____________________
18. The salesclerk asked her customer for two credit cards so that her manager could give his approval for the check.	18. ____________________
19. The boys like action stories and both boys and girls like animation comedy.	19. ____________________

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY FIVE, REMOVING SEXISM, SHEET THREE

Sexist wording	Nonsexist revision
20. Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	20. ______________________ ______________________ ______________________ ______________________ ______________________ ______________________
21. To help girls improve math skills, use examples that will be of interest to them, such as cooking, sewing, and practical measurement problems.	21. ______________________ ______________________ ______________________ ______________________ ______________________

ACTIVITY SIX

EM

A NEW NON-SEXIST NOUN-PRONOUN

A Word Is Born

Em. Just a two-letter word. But it can transform English from a deeply sexist to an essentially non-sexist language almost overnight.

Em is a personal noun-pronoun which in itself gives no indication of sex, age, or number, though these may be shown by its context. It supplants no existing word, but may be used when appropriate in place of many.

Em has many uses. I will first show you some of them. Then I will touch on some of the objections that can be raised against this brave new word. Finally, I will show you how, with your help, it can win acceptance.

Terms of Address

The sex bias of English is clear in its common terms of address. *Mr.* carefully conceals the marital status of man, and you can imagine the outcry if women asked men to drop *Mister* in favor of *Mib* for bachelors and *Mim* for married men. Yet *Miss* and *Mrs.* insistently label the girl or woman married or unmarried. *Ms.* helps solve this problem. But at present there is no accepted way of addressing a person or persons simply as one or more humans. *Em* provides just such a term. As a term of address it means *Dear Person or Persons*.

It includes the formal *Dear*, because *em* is a thou word, a term of respect for all people, bar none. With it we can get rid of *Dear*, which seems increasingly archaic and hypocritical. *Dear Em Doe* is redundant. *Em Doe* is enough, and, since it is brief, it makes room for given names: *Em John Doe*, *Em Mary and John Doe*, or, better, *Em Doe john*, *Em Doe john and mary*.

He, She, or They

The most naked case of sex bias in current English is, perhaps, the generic use of *he*, *him*, and *his*. People defend this as simply a convention. But

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Excerpts are from *Una: The Emerging Language of the World*, by Tintajl jefry (Em Institute, 1977), pp. 1-4. Reprinted by permission.

he stands for *he or she* much as Adam's body contained the rib from which Eve was formed. *Te* has been suggested as generic for *he or she*, and it is excellent for this specific use. Phonetically *Em* is better, however, for the wide range of meanings for which it is designed.

Already *he or she*, *him or her*, and *his or hers* are encroaching on the generic *he*, *him*, and *his*, but this use of two terms can lead to incredible complications in sentences that begin with innocent simplicity.

Clearly we need one word for *he or she*. But we need one which goes further and includes *they*, and one which cuts across the distinctions between *he* and *him*, *she* and *her*, *they* and *them*. *Em* does just this. It is generic for *he*, *she*, *they*, *him*, *her*, and *them*.

And *ems* is generic for the possessive *his*, *hers*, and *theirs*.

Man

Another case of male chauvinism in English is the generic use of *Man*. The excuse is that women are blanketed in with men, and long live the blanket. But considering the scraps of rights that have been given women, phrases like *The Rights of Man* ring a bit false. So *em* rides forth to kill the dragon not only in the name of women but of humanity. Try *em* on such phrases. It has a good ring: *The Rights of Em*. *Em shall not live by bread alone*.

Em also has the advantage of including children and babies. No longer need you call an unborn baby *it*, nor stab at calling your friend's swaddled baby *he* or *she*.

Em can also replace slightly pedantic *one*, meaning *a person*, and the colloquial and sometimes confusing *you* that is increasingly used.

Compounds

Em is short and lends itself readily to compounds. The strength of the movement to eliminate sex bias from English is shown by the fact that *chairperson* and *salesperson* are rapidly becoming standard. *Person* is an excellent word, but common key words should be of one syllable, both by themselves and in compounds. *Chairem* and *salesem* or, better, *salem* sound odd at first, but in the long run are far better than the *person* words.

Many English words exhibit male bias: *female*, *woman*, *human*, *mankind*, etc. Some clearly need to be changed. *Mankind* must become *emkind*. Others, such as *manhole*, hardly matter. Once *em* has taken the sex bias out of the key nouns and pronouns, the sex bias of the entire language will have been substantially eliminated.

Objections

The main objection to new words is that they sound odd at first and make *em* seem odd if *em* makes the effort to use it in public. Other objections are at least in *part* rationalizations.

There are those who are repelled by all invented words and think that language should grow "naturally." But at some stage all words are new, and *em* is as "natural" a choice as could be. The sound *m* is in Mr., Mrs., Miss, man, woman, him. It is in the French M., Mme., Mlle., and in the colloquial *monsieur-madame* and *monsieurdame* of French politesse.

Another objection is that *em* is a spoiler, taking the sex out of the highly-sexed nouns and pronouns of English. But remember, it is to be used only when convenient . . . . It is a matter of appropriateness. Sex may be perfectly at home in bed, but at loose ends in the post office, and awkward on the podium.

An incidental objection is that *em* is already the name for the letter *m*, and a printer's word for the unit of space an *m* occupies. It is also, of course, the colloquial *'em* for *them*, but this is partly an advantage, since *em* is generic for *him*, *her*, and *them*.

Em and You

It is not enough to have a word that fills a need. It must be adopted. This is the hardest part. Language is deeply personal, and people resist change. Once a few people take it up, it will snowball. But the first to do so must be free spirits, people who have hope, and are not too afraid of what others will think, people who dare to speak and to be. I hope this means you.

The Women's Movement

Toynbee has shown how great movements spread through the initiative of highly motivated minorities. For *em* there is just such a minority--the men and women who actively support the women's movement. By the women's movement, I mean no one organization or position, but the pervasive change taking place in the role and status of women throughout the world. It is said that this change is the most revolutionary social change in history. In any case, its supporters can bring *em* into common use. And it is important for them to do so. Words are not flesh and blood, but words are the flesh and blood of thought. And it is language itself that very largely guides what we think and say. The women's movement is diverse. But the transformation of the English language--and other languages, too--from being sex-biased to being essentially non-sex-biased, is an enterprise on which the whole women's movement could agree.

Alive and Kicking

So there it is. Alive and kicking, but still hardly able to walk. Up for adoption. *Em* is no longer mine. *Em* is yours.

The Book

Una: The Emerging Language of the World is concerned with what we can do now to contribute to this language through our own. It is concerned with an exciting new/old field that I call *creative linguistics*--the deliberate attempt to further the growth of language. One part of the book, "Adventures in Creative Linguistics," contains many new words such as *em*.

Author

Tintajl jefry is the pen name of Jeffery J. Smith, Emeritus Professor of Philosophy and Humanities at Stanford University, and founder of Em Institute, a nonprofit corporation for furthering human values, and a clearinghouse for creative linguistics.

ACTIVITY SIX

TEACHING MATH PROBLEMS

The best way to combat sexist math books is to write your own version of word problems and graphs. Be careful to have an equal number of boys and girls in the problems and avoid SEX-STEREOTYPED activities and behavior.

Example: John baked 24 chocolate chip cookies. Sally ate 6. How many were left?

or: Gloria and Sam were playing marbles. Gloria had 25 marbles and Sam had 28. Sam lost 4 marbles to Gloria. Who ended up with the most?

Avoid examples that indicate that one sex is better at math than the other.

Example: John's way: 4 x 2 = 8 Jane's way: 2 + 2 + 2 + 2 = 8

Rewrite to read:

Jessica's way: 4 x 2 = 8 Julie's way: 2 + 2 + 2 + 2 = 8

Include facts about the status of women, and show nontraditional sex roles whenever you can. A good example of how this can be done is shown in Nancy Stewart's report of the effect of a math problem.

> At the beginning of each of my eighth-grade mathematics classes, I place a problem (or several) on the board for the students to do when they come into the room. For example:
>
> > Women who work at full-time jobs the year round earn, on the average, only $3 for every $5 earned by similarly employed men (U.S. Department of Labor). What percentage of men's salaries do women earn?
>
> This problem was solved in seconds and the discussion that followed was terrific. I introduced additional statistical information into the discussion on salary differentials, and used U.S. Department of Labor tables and graphs to illustrate the problem further and to give the class practice

---

From Nonsexist Curriculum Materials for Elementary Schools, edited by Laurie Olsen (The Clearinghouse on Women's Studies, The Feminist Press, 1974), p. 85.

in using and reading graphs. Using personally pertinent data increased student interest in the class and increased the students' awareness of women's problems.

An absolutely quiet student came up to me after this class and asked, "Isn't there a law against that?" Quiet, but thinking.

ACTIVITY EIGHT

TEACHER'S LANGUAGE USAGE RESEARCH FORM

The purpose of this exercise is to help you observe your own verbal behavior. You may wish to do this activity in combination with a colleague. You may wish to do it more than once.

PART A: TEACHER'S LANGUAGE USAGE

Materials needed

- Tape recorder
- 60-minute audiotape
- Microphone
- 60-minute timer
- A count of the number of boys and girls in class

GIRLS ____ BOYS ____

Place the tape recorder and microphone near where you tend to stand or sit during an instructional period. Turn the recorder on and then forget it.

After one hour, turn the recorder off.

Rewind the tape to the beginning. When you have an hour free from interruption, play back the tape. After the tape has played for ten minutes, turn it off. Do the following activities.

1. Counting teacher-student interaction
    a. Set time for ten minutes.
    b. Turn the tape recorder on.
    c. Listen for the number of times you speak to girls and the number of times you speak to boys.
    d. Tally the number of times you speak to girls and boys, using the table on the following page.

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY EIGHT: RESEARCH FORM, SHEET TWO

	Speaking to Girls		Speaking to Boys	
	Teacher-Initiated	Student-Initiated	Teacher-Initiated	Student-Initiated
TOTALS:				
GRAND TOTALS:				

e. When the bell rings, turn off the tape recorder and stop counting.

f. Total each column and make a grand total for speaking to girls and for speaking to boys.

2. Answer the following questions

To whom do you speak more frequently, girls or boys?

Student-initiated? ________

Teacher-initiated? ________

What is the ratio of boys to girls in your class? ____________

(To calculate ratio, divide the number of boys by the number of girls. For example, a class has 15 boys and 10 girls [15 ÷ 10 = 1.5]. The ratio is 1.5 boys to each girl.)

What is the ratio of speaking-to-boys to speaking-to-girls? ______

Is this ratio greater than the ratio of boys to girls? __________

(For example, if the grand total of speaking-to-boys is 25 and the grand total of speaking-to-girls is 10, the ratio is 2.5:1, which is greater than 1.5:1. This means you speak to boys more often than their number in class should demand.)

3. Counting evaluations

   a. Rewind the tape to the beginning.
   b. Listen to the whole tape.
   c. Listen for how you evaluate the children and/or their work.
   d. Note each evaluation you make and to whom you make it.
   e. Record each evaluation in the following table. Include both positive (i.e., "That's right") and negative (i.e., "That's wrong") evaluations. Write down exactly what you say (see attached example on page 106).

Evaluations of a girl or group of girls	Evaluations of a boy or group of boys	Evaluations of the class or mixed-sex groups
TOTALS		

   f. Count the number of evaluations and total each column.

4. Answer the following questions

Do you see any pattern of differences in the types of evaluations used with girls and used with boys?

____

____

____

____

Do you see any pattern of differences in what you evaluate for girls versus boys?

____

____

____

____

ACTIVITY EIGHT

EXAMPLE OF TEACHER'S LANGUAGE USAGE RESEARCH FORM

The purpose of this exercise is to help you observe your own verbal behavior. You may wish to do this activity in combination with a colleague. You may wish to do it more than once. This is an example of how this sheet was filled out by one of the teachers who helped develop this workshop series.

Materials needed

- Tape recorder
- 60-minute audiotape
- Microphone
- 60-minute timer
- A count of the number of boys and girls in class

GIRLS	BOYS
6	15

Place the tape recorder and microphone near where you tend to stand or sit during an instructional period. Turn the recorder on and then forget it.

After one hour, turn the recorder off.

Rewind the tape to the beginning. When you have an hour free from interruption, play back the tape. After the tape has played for ten minutes, turn it off. Do the following activities.

1. Counting teacher-student interaction

   a. Set timer for ten minutes.

   b. Turn the tape recorder on.

   c. Listen for the number of times you speak to girls and the number of times you speak to boys.

   d. Tally the number of times you speak to girls and boys, using the table on the following page.

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY EIGHT, EXAMPLE OF FORM, SHEET TWO

	Speaking to Girls		Speaking to Boys	
	Teacher-Initiated	Student-Initiated	Teacher-Initiated	Student-Initiated
	11111 1111	11	11111 11111 11111	111
			1111	
TOTALS:	9	2	19	3
GRAND TOTALS:	11		22	

e. When the bell rings, turn off the tape recorder and stop counting.

f. Total each column and make a grand total for speaking to girls and for speaking to boys.

2. Answer the following questions

To whom do you speak more frequently, girls or boys?

Student-initiated? Boys

Teacher-initiated? Boys

What is the ratio of boys to girls in your class? 2.5 boys to each girl.

(To calculate ratio, divide the number of boys by the number of girls. For example, a class has 15 boys and 10 girls [15 ÷ 10 = 1.5]. The ratio is 1.5 boys to each girl.)

What is the ratio of speaking-to-boys to speaking-to-girls? 2.0

Is this ratio greater than the ratio of boys to girls? Ratio for speaking is 2.0--less than the ratio of boys to girls by .5.

(For example, if the grand total of speaking-to-boys is 25 and the grand total of speaking-to-girls is 10, the ratio is 2.5:1, which is greater than 1.5:1. This means you speak to boys more often than their number in class should demand.)

3. Counting evaluations

   a. Rewind the tape to the beginning.

   b. Listen to the whole tape.

   c. Listen for how you evaluate the children and/or their work.

   d. Note each evaluation you make and to whom you make it.

   e. Record each evaluation in the following table. Include both positive (i.e., "That's right") and negative (i.e., "That's wrong") evaluations. Write down exactly what you say.

Evaluations of a girl or group of girls	Evaluations of a boy or group of boys	Evaluations of the class or mixed-sex groups
ok; no, ok; ok; ok; fine; no; ok; no-now see	we didn't get into that yesterday; ok;	understand what I'm saying?; are there any questions?
you're not understanding; I didn't say change	ok; right; no; no, it's not; so he's right;	because Glenn was having trouble; ok; please speak
the sentence; no; why didn't you speak up if	ok; that's fine; ok; Roscoe, pay attention,	up if you can't understand; ok; I think that we are
you didn't understand?; right; ok, but I want	please; good; no, you are going to add	getting the idea; let's try this one; everybody's
describing words; ok; good; Marie! Sharon!	adjectives; ok; right; that's why, Roscoe, I	eyes are on the board; we are doing very well; this
ok, I'd appreciate it; ok; thank you; right;	say to sit with the chair the right way--	is not a race; how long does it take you to get up
is that right; no; we just did this; it	now get up and sit down; no; no; do you	here and get ready?; I don't believe you!! don't
cannot be divided there, either, dear;	understand? well, you should speak up; ok;	look at anyone else's--it's not going to help you
right; very good; no; is she right?; no; ok;	good; ok; good; no, because you changed	when you take a test; ok; come on; it shouldn't
right; exactly; that's right; that's the verb	the word; that's right; the only thing you did	take you so long; I'm waiting; calm down; what

Evaluations of a girl or group of girls	Evaluations of a boy or group of boys	Evaluations of the class or mixed-sex groups
it can't be the adverb; right; ok	wrong, Jerry, is that I didn't want you to	have you been doing?; I I will not talk over you;
	change the word; ok; ok; good; no; Marc L,	this is what we were having trouble with yesterday;
	you are going to pay attention or you are	we are going to do a lot more if you don't get
	going to just leave; good; good; very good;	quiet; everybody's going to sit up--nobody is going
	Roscoe! Philip! Tony! no, that's the verb; not	to talk; why don't you try listening; I'm getting very
	where? no--you're not listening; exactly--very	angry--if you all knew this, we wouldn't be
	good; very, very good; Phil, sit up; good; right;	drilling on it; all eyes are on the board;
	good; no, Tony, what did I say?; I'm not going to	everybody's watching, because not everybody
	say it again--how many times do I have to	understands this; there's too much talking and not
	give the same directions?; start listening; you got	enough paying attention; shush; you're getting
	it right--now do it; Phil, work; Tony, work;	very noisy; I think that you'd better seriously
	Jerry, put that chair down; Brian, Kevin,	start paying attention; you get up there! you
	Roscoe, get in here; ok; not alone; good; ok;	don't know what you're doing and when it comes
	well, what have you been doing, Phil--get that	to a test, you are going to have a lot of trouble;
	model away or I'm taking it away; Tony, put the	absolutely wrong

Evaluations of a girl or group of girls	Evaluations of a boy or group of boys	Evaluations of the class or mixed-sex groups
	chair down; don't give me uh! sit up--it's not	
	sleep time; what are you doing! Philip, put it away	
	right now; that's right; that's correct; he's	
	gonna do it; ok; he's got one; as long as he knows	
	what it is--I don't care how he abbreviates it;	
	very good; terrific; Roscoe, put the chair down	
	my love-no, don't anybody say a word-no; don't	
	erase it; Billy's going to do it and get it right;	
	thank you; Glenn, I think you better pay attention;	
	ok; stop it; no; no; Philip, don't say no; well,	
	so far, the two of you are wrong; right	
TOTALS 36	75	33

f. Count the number of evaluations and total each column.

4. Answer the following questions

Do you see any pattern of differences in the types of evaluations used with girls and used with boys?

Yes--I am much more verbal and positive in my evaluation of boys.

I don't always positively reinforce girls--and I seem also to do

it with boys.

Do you see any pattern of differences in what you evaluate for girls versus boys?

No--I do feel that I am basically positive even when it is a negative evaluation, and I do feel I get more upset with the entire class, at times, rather than one sex over another. I use the word okay with too much frequency!

ACTIVITY EIGHT

PART B: STUDENT ACTIVITY CHOICES

Select a typically "male" task and a typically "female" task and ask your students to volunteer for one or the other. Some examples of sex-stereotyped classroom activities are shown below. You may wish to make up your own.

Record the number of boys and the number of girls choosing each activity on the summary sheet. Remind the children that they can choose only one of each pair.

Sample Activities

1. Color a bunny
   Color a monster
2. Join a knitting and crocheting club
   Join an electric train club
3. Build a stage set
   Write a play
4. Play the part of the wind and snow in a play
   Play the part of a flower in a play
5. Do the research for a report
   Present a report in front of the class
6. Move audiovisual equipment
   Pass out paper to the class
7. Build a rocket
   Grow a plant

Keep track of the responses to these choices in the chart on the following page and bring the chart to the next workshop.

WORKSHOP TWO: LANGUAGE AND BEHAVIOR
ACTIVITY EIGHT, STUDENT CHOICES, SHEET TWO

Task	Number of Boys	Number of Girls

ACTIVITY EIGHT

PART C: CLASSROOM ENVIRONMENT

Look around the room. Answer these questions about what is actually displayed, not about what you wish were displayed or what you think should be displayed.

1. In your room, are there pictures of real people? ____yes ____no

   If yes, how many pictures of men/boys are there? ____________
   If yes, how many pictures of women/girls are there? ____________

2. In your room, are there cartoons or drawings of people, animals, or things with an identifiable gender label (i.e., Mr. T, Miss A, referring to the letters)?

   If yes, how many pictures of males are there? ____________
   If yes, how many pictures of females are there? ____________

3. List the activities the males in the pictures are doing.

   ____
   ____
   ____
   ____

4. List the activities the females in the pictures are doing.

   ____
   ____
   ____
   ____

5. Are there any pictures of males and females doing the same activity (i.e., pictures of both male and female fire fighters)?

   ____yes ____no

   If yes, what activity or activities?

   ____
   ____
   ____

Please bring this completed form to the next workshop.

ACTIVITY NINE

LANGUAGE AND BEHAVIOR TEACHER'S RESEARCH SHEET

Following is a summary of the WORKSHOP TWO research activities you have been asked to conduct in your classroom and the materials to bring with you to the next workshop session.

1. Activity Seven: Poster Exercise

   Finish the poster(s) you made during this workshop and put it (them) up in your classroom. Did you get any reactions to your poster(s)?

2. Activity Eight, Part A: Teacher's Language Usage Exercise

   Complete the teacher's language usage exercise and bring the completed form to WORKSHOP THREE.

3. Activity Eight, Part B: Student Activity Choices

   Suggest different activities for your students to do in class and record how many boys and how many girls choose the activities. Be sure to bring the completed summary sheet to WORKSHOP THREE.

4. Activity Eight, Part C: Classroom Environment

   Complete the classroom environment assessment form and bring it to WORKSHOP THREE.

5. Activity Nine: Lesson Plan

   Bring in a written lesson plan to be reviewed during WORKSHOP THREE. Specifically, the curricular material should involve language usage or involve word usage (examples: social studies reading, math word problems, language exercises), and should be an activity children can do at their desks. Be sure the lesson plan mentions people.

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WORKSHOP THREE

HOW DO WE SEE SEX-ROLE STEREOTYPING?

SCHEDULE

This workshop consists of nine activities and takes approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
10 mins.	1. Sexism in language and behavior review Part A: Poster Part B: Teacher's language usage
15 mins.	2. Teacher's research exercises review Part A: Student activity choices Part B: Classroom environment
10 mins.	3. Research findings
10 mins.	4. What other teachers have said about SEX-ROLE STEREOTYPING
25 mins.	5. Workshop overview: NON-SEX-ROLE STEREOTYPING
BREAK	BREAK
45 mins.	6. Reading and using the model curriculum units Part A: Model unit review Part B: Lesson plan evaluation and group discussion
5 mins.	7. Reading book evaluations
5 mins.	8. Teacher's research exercises Part A: Partner choice exercise Part B: Classroom environment summary Part C: Classroom CROSS-SEX INTERACTION environment summary
5 mins.	9. Teacher's research materials Commitment page Teacher's research sheet References

MATERIALS AND EQUIPMENT

One only of the following for instructor's use:

- Transparency One: Classroom environment summary sheet (Activity Two)
- Overhead projector with extension cord
- Grease pencil
- Hand calculator
- Workshop meeting room with blackboard or wall space

One for each participant:

- Workshop schedule (hand out at beginning of session)
- Research findings fact sheets (Activity Three)
- What other teachers have said about SEX-ROLE STEREOTYPING (Activity Four)
- The following eight NON-SEX-ROLE STEREOTYPING model curriculum units (Activity Seven) (subject area is in parentheses):

  Occupational charades (affective domain)
  Values clarification (affective domain)
  Types of sentences (language arts)
  Parts of sentences (language arts)
  Fractional word problems (mathematics)
  Six simple machines (science)
  Reports on famous scientists (science)
  Current events critiques (social studies)

- "Language Arts: Types of sentences" evaluation sheet (Activity Six)
- Lesson plan evaluation sheet (Activity Six)
- Model curriculum unit evaluation form (Activity Six)
- Reading book evaluation sheet (Activity Seven)
- Teacher's research exercises sheet (Activity Eight)
- NON-SEX-ROLE STEREOTYPING commitment page (Activity Nine)
- Teacher's research sheet (Activity Nine)
- References (Activity Nine)

ACTIVITY ONE

SEXISM IN LANGUAGE AND BEHAVIOR REVIEW
10 minutes

What this activity is about

This activity is a review of the sexism in language and behavior classroom research activities from WORKSHOP TWO and consists of two parts. Part A is a review of the poster exercise and Part B is a review of the teacher's language usage exercise.

PART A: POSTER

What this activity is about

During WORKSHOP TWO, the participants made classroom posters demonstrating principles for avoiding sexism in language and were asked to put these posters up in their classrooms. This activity is a review of the classroom exercises.

Sexism in language has become a major issue in education. Attention was first drawn to sexism in books, tests, and other instructional materials in 1972 and by now most educators are aware of the problem. However, it remains both an emotional issue and an issue of values for some. In reviewing the language of their own instructional activities and of their classroom materials, teachers may find that they are uncomfortable--both about the language and about the "nonsexist" revisions. The purpose of these discussions is to elicit some of the participants' feelings and other reactions and to provide them with an opportunity to develop group support for needed changes.

How to present this activity

DO:

> As a follow-up discussion to the poster activity, ask the following questions.

1. DID YOU PUT YOUR POSTER UP IN YOUR CLASSROOM?
2. DID YOUR STUDENTS NOTICE THE POSTER? WHAT DID THEY SAY?
3. DID OTHER TEACHERS NOTICE THE POSTER?
4. WHAT OTHER POSTERS DID YOU THINK OF TO PUT IN YOUR CLASSROOM?

PART B: TEACHER'S LANGUAGE USAGE

What this activity is about

During WORKSHOP TWO, teachers were asked to tape-record one hour of their own instruction. After doing this, they were to review the tape and to count the number of times they spoke with boys, with girls, and with the class as a whole. They were also to record the number and kinds of evaluative comments made to students during the hour. These figures were to be recorded on a summary sheet brought to this workshop. The purpose of this part of Activity One is to review the participants' findings.

Materials needed

- Each participant should have a completed teacher's language usage research form

How to present this activity

DO:

> Ask the participants to take out their completed teacher's language usage forms. Conduct a group discussion about the participants' findings, using the following questions taken from the research forms.

1. TO WHOM DO YOU SPEAK MORE FREQUENTLY, BOYS OR GIRLS?
2. DO YOU SPEAK TO BOYS AND GIRLS ABOUT AS MUCH AS YOU WOULD EXPECT TO FROM THEIR NUMBERS IN CLASS?
3. WHEN YOU EVALUATE STUDENTS, DO YOU USE DIFFERENT KINDS OF EVALUATIONS FOR BOYS AND FOR GIRLS?
4. DO YOU EVALUATE BOYS AND GIRLS FOR DIFFERENT BEHAVIORS?
5. IF THERE ARE DIFFERENCES, DO THEY REFLECT SEX-ROLE STEREOTYPES?

ACTIVITY TWO

TEACHER'S RESEARCH EXERCISES REVIEW
15 minutes

What this activity is about

This activity continues the review of in-class research exercises from WORKSHOP TWO and consists of two parts, SEX STEREOTYPES in student activity choices (Part A) and SEX STEREOTYPES in the classroom environment (Part B).

PART A: STUDENT ACTIVITY CHOICES

What this activity is about

In the last workshop, participants were asked to suggest different activities to their students and to keep a record of how many boys and how many girls chose each activity. Part A is a brief review of the results.

Materials needed

- Participants should have their summary sheets

How to present this activity

DO:

> Use the blackboard for this activity to record the results. Each participant should have at least one pair of alternatives to report. For example, a teacher may have provided the choice of coloring a bunny or coloring a monster. Each teacher should have recorded how many boys and how many girls chose each alternative. In one class we observed, all the boys chose to color a monster, while all the girls chose to color a bunny.

SAY: PLEASE TAKE OUT YOUR STUDENT ACTIVITY CHOICES SUMMARY SHEETS. THINK ABOUT YOUR STUDENTS' RESPONSES TO THE CHOICES YOU PRESENTED TO THEM. CHOOSE ONE ALTERNATIVE TO REPORT TO THIS GROUP. I WILL BE WRITING ON THE BOARD THE ALTERNATIVE AND THE NUMBER OF GIRLS AND BOYS WHO CHOSE THE ALTERNATIVE.

Example:

	Girls	Boys
Color bunny, or	15	0
Color monster	0	15

☞ Generally, when the alternatives are very stereotyped, few girls will choose "boys'" activities and few boys will choose "girls'" activities. Obviously this doesn't matter at all when it comes to coloring bunnies or monsters, but it can have an important effect if one alternative leads to more or different skills than the other, for example, joining a knitting club (where members may learn about clothing styles and different types of knitting designs) versus joining a train club (where members may learn about electrical circuits). Be sure to point out these differences and their impact to the workshop group.

PART B: CLASSROOM ENVIRONMENT

What this activity is about

In WORKSHOP TWO, participants were asked to look at the pictures displayed in their classrooms and to count the numbers of males and females depicted. They were also asked to record what the people or cartoon figures were doing. Part B is a review of their findings.

Materials needed

- Transparency One: Classroom environment summary sheet
- Each participant should have a completed assessment sheet

How to present this activity

DO:

> Project Transparency One. Ask each participant for the results of his or her assessment and record them on the transparency in columns 1 and 2. Be sure to total each column at the bottom. Conduct a group discussion based on the following questions.

1. WERE THERE MORE PICTURES OF MEN THAN OF WOMEN?
2. WERE THERE MORE CARTOONS OR DRAWINGS OF MALE FIGURES THAN OF FEMALE FIGURES?
3. WHAT DOES THIS SUGGEST TO YOU ABOUT THE WAY THE WORLD IS BEING PRESENTED TO YOUR STUDENTS? IS THIS A PROBLEM?

NEXT:

> Ask the participants to look at questions 3 and 4 on their assessment sheets. Have them identify one activity that only males are doing and one activity that only females are doing. List a few of these in column 3. Conduct a group discussion using questions 4 and 5 below.

4. ARE THERE DIFFERENCES IN THE ACTIVITIES THAT MALES AND FEMALES IN THE PICTURES/CARTOONS ARE DOING?
5. WHAT DOES THIS SUGGEST TO YOU ABOUT THE WAY THE WORLD IS BEING PRESENTED TO YOUR STUDENTS? ARE BOTH BOYS AND GIRLS EXPOSED TO THE SAME ROLE MODELS?

ACTIVITY THREE

RESEARCH FINDINGS
10 minutes

What this activity is about

These fact sheets report what research has shown about children's beliefs regarding SEX-ROLE STEREOTYPING. These data demonstrate to participants how the children in their classrooms may feel about SEX-ROLE STEREOTYPING and suggest the need for teacher intervention.

Materials needed

- One copy of the research findings fact sheets for each workshop participant

How to present this activity

DO:

> Distribute copies of the fact sheets to each workshop participant. In this activity, the participants are to read over the children's responses to the questions. Conduct a discussion regarding these research findings. Be sure to bring up the following points from the fact sheets.

☞ Children think that men and women are different. Consider:

1. Sixty-three percent of all the children thought that girls and boys were more different than alike.
2. Almost a third of the boys thought it was better to be a man, whereas less than one-sixth of the girls thought it was better to be a woman.
3. Over 60 percent of the students listed men and women in different occupational categories that are traditionally SEX-ROLE STEREOTYPED. For example, they thought that only women, or more women than men, should be nurses, house cleaners, or secretaries; that only men, or more men than women, should be fire fighters, carpenters, or plumbers.

4. One-quarter of these fourth- and fifth-grade students thought that men should be paid more than women for doing the same job for the same amount of time.

5. One-third of these children agreed that "an employer or a company can choose to hire only men for certain kinds of jobs."

Is this a reflection of what the children see in the real world? What does it mean about the way these students view the world of work as well as how they therefore see their own potential in occupational roles? Ask the participants what they think are the answers to these questions.

ACTIVITY FOUR

WHAT OTHER TEACHERS HAVE SAID ABOUT SEX-ROLE STEREOTYPING
10 minutes

What this activity is about

Most teachers are familiar with the problem of SEX-ROLE STEREOTYPING but may not have specific plans for dealing with it in their classrooms. Between 1976 and 1978, fourteen fourth- and fifth-grade teachers worked with Dr. Lockheed and her staff at Educational Testing Service to develop curricular activities that would help eliminate SEX-ROLE STEREOTYPING. They tried these materials in their classrooms. Afterward, we asked the teachers to write about what happened. We've included these comments for the workshop participants to read and consider.

Materials needed

- Copies of "What other teachers have said about SEX-ROLE STEREOTYPING" for each participant

How to present this activity

DO:

> Pass out copies to each participant. Have participants silently read over the teacher comments on SEX-ROLE STEREOTYPING. If you'd like, or time allows, ask for workshop participants' comments or reactions to the teacher comment sheets.

ACTIVITY FIVE

WORKSHOP OVERVIEW: NON-SEX-ROLE STEREOTYPING

25 minutes

What this activity is about

This presentation gives more information about NON-SEX-ROLE STEREOTYPING.

How to present this activity

SAY: WE WILL BE TALKING SPECIFICALLY ABOUT THE PROBLEM OF SEX-ROLE STEREOTYPING AND WHAT CAN BE DONE TO REDUCE THE PROBLEM. AS YOU LISTEN, TRY TO RELATE WHAT YOU HEAR TO WHAT ACTUALLY HAPPENS IN YOUR CLASSROOM.

THE PURPOSE OF THIS PRESENTATION IS TO DISCUSS HOW YOU AS TEACHERS CAN CHANGE CHILDREN'S SEX-ROLE STEREOTYPING THROUGH THE USE OF SIMPLE CLASSROOM MANAGEMENT TECHNIQUES. WHAT IS SEX-ROLE STEREOTYPING?

ACCORDING TO WEBSTER, A STEREOTYPE IS A CONCEPTION CONFORMING TO A FIXED OR GENERAL PATTERN, ESPECIALLY AN OVERSIMPLIFIED OPINION, AFFECTIVE ATTITUDE, OR UNCRITICAL ATTITUDE.

A ROLE IS A SOCIALLY EXPECTED BEHAVIOR PATTERN USUALLY DETERMINED BY AN INDIVIDUAL'S STATUS IN A PARTICULAR SOCIETY.

A SEX-ROLE STEREOTYPE IS A SOCIALLY EXPECTED BEHAVIOR PATTERN DETERMINED BY AN INDIVIDUAL'S SEX AND CONFORMING TO A FIXED GENERAL PATTERN.

ASSUMPTIONS UNDERLYING MOST COMMON SEX-ROLE STEREOTYPES IN THE UNITED STATES ARE:

1. MEN AND WOMEN ARE DIFFERENT.
2. MEN--AND WHAT THEY DO--ARE MORE IMPORTANT THAN WOMEN AND WHAT THEY DO.

UNFORTUNATELY, SUCH ASSUMPTIONS AND SEX-ROLE STEREOTYPING CAN AFFECT CHILDREN'S EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS. SEX-ROLE STEREOTYPING CAN BECOME SELF-FULFILLING PROPHECY. IF CHILDREN ARE AWARE OF ONLY CERTAIN OPTIONS FOR THEMSELVES AND THEIR SEX, THEY WON'T SEEK LEARNING EXPERIENCES AND OPPORTUNITIES WHICH ARE DIFFERENT FROM TRADITIONAL EXPECTATIONS. AT EARLY AGES, CHILDREN MAY UNNECESSARILY NARROW THEIR OPTIONS FOR THE FUTURE.

IN SCHOOLS, SEX-ROLE STEREOTYPES ARE EMPHASIZED IN MANY WAYS. FIRST, WRITTEN MATERIALS SUCH AS TEXTBOOKS, CURRICULAR MATERIALS, AND ACHIEVEMENT TEST ITEMS FREQUENTLY REFLECT SEX-ROLE EXPECTATIONS. THE CONTENT OF THESE MATERIALS TYPICALLY PRESENTS MEN AND WOMEN, BOYS AND GIRLS, AS PARTICIPATING ONLY IN SEX-ROLE-APPROPRIATE ACTIVITIES; ALSO, FEWER GIRLS AND WOMEN ARE PORTRAYED THAN BOYS OR MEN. SECOND, WHEN PEOPLE WHO ACTUALLY WORK IN SCHOOLS ARE CONSIDERED, MEN AND WOMEN APPEAR IN ROLES WHICH ARE STEREOTYPED. THEREFORE, THE ROLE MODELS IN THE SCHOOLS FREQUENTLY SUPPORT SEX-ROLE STEREOTYPING RATHER THAN OFFERING ALTERNATIVE MODELS.

IS IT IMPORTANT TO REDUCE SEX-ROLE STEREOTYPING IN SCHOOLS? WHY IS REDUCTION IMPORTANT? SEX-ROLE STEREOTYPES, WHETHER THEY ARE APPROPRIATE PORTRAYALS OF INDIVIDUALS OR NOT, DO AFFECT CHILDREN'S PERCEPTIONS OF THEMSELVES, OF OTHERS, AND OF THEIR OPTIONS FOR THE FUTURE. THIS CAN BE SEEN IN THE TYPES OF OCCUPATIONS STUDENTS SELECT FOR THEMSELVES.

IN A MIDWESTERN SUBURBAN COMMUNITY, FOURTEEN STUDENTS IN TWO SIXTH-GRADE CLASSES WERE RANDOMLY SELECTED FOR INTERVIEWS. WHEN THEY WERE ASKED ABOUT THEIR JOBS NOW AND JOBS THEY MIGHT HAVE AS ADULTS, THEIR SELECTIONS WERE USUALLY CONSISTENT WITH SEX-ROLE STEREOTYPES.

AS SIXTH GRADERS, THE GIRLS TENDED TO EARN MONEY OR TO HELP OUT AT HOME BY BABY-SITTING, DOING DISHES, CLEANING HOUSE, AND WASHING CLOTHES. BOYS, IN COMPARISON, TENDED TO MOW LAWNS, SHOVEL SNOW, HAVE PAPER ROUTES, AND TO HELP THEIR FATHERS IN OCCUPATIONS.

GIRLS' ASPIRATIONS FOR THE FUTURE INCLUDED OCCUPATIONS SUCH AS FLIGHT ATTENDANT, MODEL, ARTIST, AND MOTHER. BOYS' ASPIRATIONS INCLUDED OCCUPATIONS SUCH AS ARCHITECT, ELECTRICIAN, ORTHODONTIST, AND PILOT.

THERE ARE FOUR METHODS OF REDUCING SEX-ROLE STEREOTYPING IN THE CLASSROOM.

FIRST, ROLE MODELS FOR STUDENTS SHOULD SHOW MALES AND FEMALES ENGAGED IN THE SAME ACTIVITIES AND EXHIBITING THE SAME CHARACTERISTICS.

SECOND, BOYS AND GIRLS SHOULD BE PRAISED OR REWARDED FOR ENGAGING IN THE SAME ACTIVITIES AND EXHIBITING THE SAME CHARACTERISTICS.

THIRD, SCHOOL RULES FOR THE BEHAVIOR OF BOYS AND GIRLS SHOULD BE THE SAME.

FOURTH, TEACHER INTERACTION WITH BOYS AND GIRLS SHOULD NOT DIFFER.

HOW CAN YOU AS A TEACHER REDUCE SEX-ROLE STEREOTYPING AMONG YOUR STUDENTS? HERE ARE SOME GUIDELINES WHICH MAY BE HELPFUL. THEY RELATE TO CLASSROOM MATERIALS, ADDRESSING THE CLASS, AND LEGAL BASES FOR BELIEFS.

TO REDUCE STEREOTYPING, YOU SHOULD PAY CLOSE ATTENTION TO CLASSROOM MATERIALS. HAVE POSTERS ON THE WALLS THAT SHOW THE ACCOMPLISHMENTS OF WOMEN AS WELL AS MEN. REVIEW READING MATERIALS TO MAKE SURE THEY SHOW BOTH MEN AND WOMEN ENGAGED IN A VARIETY OF WORK AND HOME ACTIVITIES. HAVE THE SAME NUMBER OF MALES AND FEMALES REPRESENTED IN WRITTEN AND PICTORIAL MATERIALS IN CLASS.

WHEN ADDRESSING THE CLASS, REFER TO BOTH MEN AND WOMEN IN YOUR EXAMPLES. ALSO, WHENEVER APPROPRIATE, USE GENERAL TERMS. INSTEAD OF THE GENERIC TERM MAN, USE TERMS SUCH AS PERSON OR HUMANKIND. INSTEAD OF BOYS AND GIRLS, SAY CLASS. AND, INSTEAD OF SAYING THE OPPOSITE SEX, WHICH IMPLIES CONTRAST, SAY THE OTHER SEX.

DISCUSS HOW OUR LAWS HAVE AFFECTED PEOPLE'S OPTIONS, PARTICULARLY HOW LAWS HAVE PROHIBITED WOMEN FROM ENGAGING IN CERTAIN OCCUPATIONS AND ACTIVITIES. MANY OF THESE LAWS HAVE BECOME OUTDATED AS OUR TECHNOLOGY GROWS AND EVERYONE'S OPPORTUNITIES EXPAND.

WHY IS THERE SEX-ROLE STEREOTYPING IN THE CLASSROOM? HOW CAN YOU AS A TEACHER PROMOTE NON-SEX-ROLE STEREOTYPING? IN THIS PRESENTATION, WE HAVE STRESSED THE IMPORTANCE OF AWARENESS OF EXISTING SEX-ROLE STEREOTYPES AND THE NEED TO REDUCE SUCH STEREOTYPING AMONG STUDENTS. WE HAVE OFFERED GUIDELINES TO FACILITATE NON-SEX-ROLE STEREOTYPING. LET'S BRIEFLY REVIEW THE METHODS.

FIRST, ROLE MODELS FOR STUDENTS SHOULD SHOW MALES AND FEMALES ENGAGED IN THE SAME ACTIVITIES AND EXHIBITING THE SAME CHARACTERISTICS.

SECOND, BOYS AND GIRLS SHOULD BE PRAISED FOR ENGAGING IN THE SAME ACTIVITIES AND EXHIBITING THE SAME CHARACTERISTICS.

THIRD, SCHOOL RULES FOR THE BEHAVIOR OF BOYS AND GIRLS SHOULD BE THE SAME.

AND FOURTH, TEACHER INTERACTION WITH BOYS AND GIRLS SHOULD NOT DIFFER.

If time allows, take a short break here to get a cup of coffee, to chat, or just to get up and stretch.

ACTIVITY SIX

READING AND USING THE MODEL CURRICULUM UNITS

45 minutes

What this activity is about

We have included in this workshop a set of model curriculum units that were developed and used by several fourth- and fifth-grade teachers. In this activity, we are asking you to give the workshop participants these model curriculum units to read and to try out in their classrooms.

The purpose of presenting these model units to participants is threefold. First, these curriculum activities show that NON-SEX-ROLE STEREOTYPING can be integrated fairly easily into their daily classroom lessons and activities. Second, by using these or similar curriculum units, teachers begin to see that they can change children's SEX-ROLE STEREOTYPES. The third purpose of this activity is to review the principles of NON-SEX-ROLE STEREOTYPES as they apply to curriculum materials.

Specifically, in this activity participants in small groups are asked to review together the "Types of Sentences" model curriculum unit, using the evaluation check form (Part A). Next, each workshop participant should individually review her or his own lesson plan materials (assigned in WORKSHOP TWO), an activity which is followed up by an entire workgroup discussion (Part B). Finally, teachers will be asked to use one or more of the model curriculum units (or modified units) in their classrooms.

Since this is the first time the participants have seen the model curriculum units, we feel it is important to review them carefully. In subsequent workshop sessions, model curriculum activities will again be presented, but will not involve as much time.

Materials needed

- One copy of the following eight NON-SEX-ROLE STEREOTYPING model curriculum units for each participant (subject area is in parentheses):

  Occupational charades (affective domain)
  Values clarification (affective domain)
  Types of sentences (language arts)
  Parts of sentences (language arts)
  Fractional word problems (mathematics)
  Six simple machines (science)
  Reports on famous scientists (science)
  Current events critiques (social studies)

- One copy of the model curriculum unit evaluation form for each participant
- One copy of the "Language arts: types of sentences" evaluation form and the small-group discussion questions for each participant
- One copy of the lesson plan evaluation form for each participant

How to present this activity

PART A: MODEL UNIT REVIEW (20 minutes)

DO:

Divide workshop participants into small groups. Each group should consist of teachers who teach in the same subject area (social studies, mathematics, and so forth). Four to six persons per group is recommended.

Distribute one set of the eight NON-SEX-ROLE STEREOTYPING model curriculum units to each workshop participant.

Also pass out the "types of sentences" evaluation forms and the suggested small-group discussion questions (on Sheet One, Activity Six). Instruct the workshop participants to read the "types of sentences" model curriculum unit and complete the evaluation sheet. The members within each small group should work together on this activity.

Then briefly discuss in each group the following suggested questions regarding the "types of sentences" lesson.

1. AS YOU READ THROUGH THESE SENTENCES (ATTACHMENTS #1 AND #2), DID YOU AT FIRST READ ANY OF THE NAMES INCORRECTLY (FOR EXAMPLE, READING JOHN FOR JOAN, MICHELE FOR MICHAEL)?
2. WHAT GENERAL PRINCIPLES OR GUIDELINES REGARDING NON-SEX-ROLE STEREOTYPING CURRICULUM MATERIALS CAN YOU SEE?

PART B: LESSON PLAN EVALUATION AND GROUP DISCUSSION (20 minutes)

NEXT:

Have each group member review individually the assigned lesson plan materials he or she brought to the workshop. Use the lesson plan evaluation sheets to do this. Group members should share and discuss the results.

Briefly conduct an all-participant group discussion as a follow-up. Ask for teacher reactions and comments. Following are a few suggested discussion questions.

1. ARE THERE DIFFERENCES BETWEEN YOUR LESSON PLAN AND THE MODEL LESSON ON "TYPES OF SENTENCES"? IF SO, WHAT ARE THESE DIFFERENCES?

2. HOW, IF NECESSARY, WOULD YOU REVISE YOUR LESSON PLAN SO THAT IT WILL BETTER REFLECT THE PRINCIPLES OF NON-SEX-ROLE STEREOTYPING?

THEN:

At the end of the group discussion, ask the workshop participants to select and use in their classrooms at least one of the eight model curriculum units you distributed earlier. Teachers should be able to use an appropriate lesson for the subject(s) they teach. Participants should modify model curriculum units where necessary. Following is a breakdown of the areas and the curriculum units.

Affective Domain:

Occupational Charades
Values Clarification

Language Arts:

Types of Sentences
Parts of Sentences

Mathematics:

Fractional Word Problems

Science:

Six Simple Machines
Reports on Famous Scientists

Social Studies:

Current Events Critiques

DO:

Be sure to ask participants to bring to WORKSHOP FOUR at least one completed model curriculum unit evaluation form for a model lesson they used. Pass out the evaluation forms at this time.

ACTIVITY SEVEN

READING BOOK EVALUATIONS
5 minutes

What this activity is about

As you will recall from WORKSHOP ONE, Activity Four, in addition to learning how the media (magazines, television, radio, etc.) portray men and women in our society, children learn a great deal about the world and how it works from the textbooks used in the classroom. Legitimacy and authority are given to this representation of the world because these textbooks are used to teach in school. In recent years, there has been extensive work done to examine SEX-ROLE STEREOTYPING in textbooks. In this activity, participants are asked to complete a reading book evaluation sheet that has been distilled from materials on SEX-ROLE STEREOTYPING in classroom textbooks. Using this form, participants should review the main textbook that is used in their classrooms.

Since participants will be completing this activity outside of the workshop setting, encourage them to work together in pairs on this textbook evaluation. Also, suggest that workshop participants examine more than one textbook used in their classes whenever possible.

Math and science teachers may feel they cannot do this activity with their own textbooks. They are encouraged either to evaluate reading or social science textbooks, or to modify the form to examine math or science word problems and illustrations in math or science textbooks for SEX-ROLE STEREOTYPES.

Materials needed

- One copy of the reading book evaluation sheet for each participant

How to present this activity

SAY: MOST OF YOU HAVE PROBABLY THOUGHT ABOUT THE SEX-ROLE STEREOTYPES THAT MAY BE FOUND IN SCHOOL TEXTBOOKS. STEREOTYPES IN TEXTBOOKS HAVE BEEN NOTED FOR MANY YEARS. AS A RESULT, SOME TEXTBOOK PUBLISHERS HAVE REVISED SCHOOLBOOKS. THUS, STEREOTYPES MAY NO LONGER BE PRESENT IN THE TEXT THAT YOU USE IN YOUR CLASSES. HOWEVER, SINCE TEXTBOOKS ARE CREDIBLE PICTURES OF THE REAL WORLD, THE BOOKS MAY INFLUENCE CHILDREN'S BELIEFS ABOUT BOYS AND GIRLS OR MEN AND WOMEN IF THE BOOKS STILL CONTAIN STEREOTYPES. THE PURPOSE OF THIS ACTIVITY IS TO REVIEW AT LEAST ONE TEXTBOOK THAT YOU USE IN YOUR CLASSROOM DAILY AND TO EXAMINE THE SEX-ROLE STEREOTYPES PRESENTED IN THIS TEXT. DO YOU FIND--AS WAS FOUND IN A 1972 STUDY OF STEREOTYPES IN TEXTBOOKS (DICK AND JANE AS VICTIMS)--THAT GIRLS ARE PRESENTED AS PASSIVE, FEARFUL, AND HELPLESS, WHILE BOYS ARE INDEPENDENT, RESOURCEFUL, AND PROBLEM SOLVING?

DO:

> Distribute the reading book evaluation sheet. Give participants a minute to read the material and ask questions.

ACTIVITY EIGHT

TEACHER'S RESEARCH EXERCISE

5 minutes

What this activity is about

The purpose of these in-class research activities is to enable participants to look at what happens in their classrooms in relation to the topics covered in the next workshop. As a reminder to participants, these exercises are also listed on a teacher's research sheet to be distributed as the last activity in this workshop.

To help avoid confusion and give workshop participants a chance to read over and ask questions about the exercises, we are asking you to distribute three more in-class research activities at this point in the workshop.

Materials needed

- One set of teacher's research exercises for each participant

How to present this activity

DO:

> The instructions for these activities are self-explanatory, although you may want to review them briefly with the entire group when you distribute them. Be sure to ask the participants to bring the completed materials with them to WORKSHOP FOUR for review.

SAY: AS YOU CAN SEE, I HAVE DISTRIBUTED A FEW EXERCISES FOR YOU TO DO IN YOUR CLASSROOM. THE RESULTS SHOULD BE RECORDED ON THESE SHEETS AND BROUGHT TO WORKSHOP FOUR. TAKE A FEW MOMENTS TO READ THE INSTRUCTIONS. ARE THERE ANY QUESTIONS?

ACTIVITY NINE

NON-SEX-ROLE STEREOTYPING TEACHER'S RESEARCH MATERIALS

5 minutes

What this activity is about

At the end of each workshop, you are asked to distribute the teacher's research materials of that session. In this workshop, these materials include the NON-SEX-ROLE STEREOTYPING commitment page, a research sheet, and a references sheet. The commitment page is an assessment and feedback tool for the use of the workshop participant. It is a means for the participant to think about:

1. Changing classroom behavior as a result of her or his work in the C-A-R-E workshops
2. The desired direction and mechanisms for behavior change in the classroom
3. Personal goals and daily classroom practices for promoting NON-SEX-ROLE STEREOTYPING
4. Whether or not the participant has accomplished what he or she originally intended to do

The teacher's research sheet describes the activities the workshop participants are asked to complete in their classrooms and bring to WORKSHOP FOUR.

The references sheet provides additional information on the workshop topic for interested participants.

Materials needed

- NON-SEX-ROLE STEREOTYPING commitment page for each participant
- Teacher's research sheet for each participant
- References sheet for each participant

How to present this activity

DO:

> Pass out the Activity Nine materials. Be sure to give participants a few minutes to fill out the commitment page and to review the teacher's research sheet.

WORKSHOP THREE

MATERIALS FOR INSTRUCTOR

(TRANSPARENCIES)

TRANSPARENCY ONE

CLASSROOM ENVIRONMENT SUMMARY SHEET

	Column 1		Column 2		Column 3	
	Pictures		Cartoons or Drawings		Activities	
	Men	Women	Male	Female	Male	Female
Teacher 1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
TOTALS						

WORKSHOP THREE

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

HOW DO WE SEE SEX-ROLE STEREOTYPING?

SCHEDULE

This workshop consists of nine activities and takes approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
10 mins.	1. Sexism in language and behavior review Part A: Poster Part B: Teacher's language usage
15 mins.	2. Teacher's research exercises review Part A: Student activity choices Part B: Classroom environment
10 mins.	3. Research findings
10 mins.	4. What other teachers have said about SEX-ROLE STEREOTYPING
25 mins.	5. Workshop overview: NON-SEX-ROLE STEREOTYPING
BREAK	BREAK
45 mins.	6. Reading and using the model curriculum units Part A: Model unit review Part B: Lesson plan evaluation and group discussion
5 mins.	7. Reading book evaluations
5 mins.	8. Teacher's research exercises Part A: Partner choice exercise Part B: Classroom environment summary Part C: Classroom CROSS-SEX INTERACTION environment summary
5 mins.	9. Teacher's research materials Commitment page Teacher's research sheet References

ACTIVITY THREE

RESEARCH FINDINGS

In 1976-1977 and again in 1977-1978, approximately 906 fourth- and fifth-grade students in a central New Jersey school district were surveyed to see if they held SEX-ROLE STEREOTYPED attitudes and beliefs. In the district at the time of the survey, it was quite difficult to observe any physical differences between the boy and girl students; most wore similar clothing--tee shirts, jeans, and sneakers--and had medium-length, shaggy haircuts.

We asked the children a number of questions regarding their beliefs about sex differences in general, their perceptions about the relative competencies of men and women, and their attitudes about whether men and women ought to engage in the same activities. We have summarized the survey results into these three areas. On the following pages are the questions* asked of the children, the possible responses, and the actual answers. For simplicity, not all responses are reported.

SEX-ROLE STEREOTYPES

CHILDREN THINK THAT MEN AND WOMEN ARE DIFFERENT

Q. Are girls and boys more alike than different, or are girls and boys more different than alike?

63 percent said that girls and boys are more different than alike

37 percent said that girls and boys are more alike than different

Q. Would you say that in America it is better to be a man, better to be a woman, or that it doesn't matter if you are a man or woman?

32 percent of the boys thought it was better to be a man

14 percent of the girls thought it was better to be a woman

CHILDREN'S OCCUPATIONAL SEX-ROLE STEREOTYPES

When asked who should be employed in different occupational categories, about 60 percent or more fourth- and fifth-grade students agreed that:

---

*A total of 906 fourth- and fifth-grade students answered these questions in the East Windsor Regional School District Survey, conducted by M. Lockheed in the fall of 1977.

Only women or more women than men should be:

SEWING MACHINE OPERATORS (65 percent)
NURSES (78 percent)
HOUSECLEANERS (70 percent)
BALLET DANCERS (60 percent)
SECRETARIES (58 percent)
FLIGHT ATTENDANTS (57 percent)

Only men or more men than women should be:

FIRE FIGHTERS (75 percent)
TRAIN ENGINEERS (78 percent)
CARPENTERS (74 percent)
PLUMBERS (83 percent)
FOOTBALL COACHES (80 percent
SHIP CAPTAINS (76 percent)

About the same number of women and men should be:

STORE SALESPEOPLE (83 percent)
WRITERS (87 percent)
ELEVATOR OPERATORS (63 percent)
RESTAURANT COOKS (70 percent)
BUS DRIVERS (70 percent)

CHILDREN THINK THAT MEN'S WORK IS MORE VALUED THAN WOMEN'S WORK

Q. Some people say that women and men should be paid exactly the same for doing the same job for the same amount of time. Other people say that men ought to get paid more for their work because they have families to support. Which do you say?

35 percent of the boys said that men should be paid more than women
7 percent of the girls said that men should be paid more than women

CHILDREN APPROVE OF DISCRIMINATION

Q. In general, would you say that an employer or a company can choose to hire only men for certain kinds of jobs?

42 percent of the boys agreed that "an employer or a company can choose to hire only men for certain kinds of jobs"

24 percent of the girls agreed with this

ACTIVITY FOUR

WHAT OTHER TEACHERS HAVE SAID ABOUT SEX-ROLE STEREOTYPING

Between 1976 and 1978, several fourth- and fifth-grade teachers worked with Dr. Lockheed and her staff at Educational Testing Service to help develop these workshops and the model curriculum units that were used in their classrooms. We asked them to write about their experiences.

> Why is the reduction of sex stereotyping so important in the classroom? There has been a lot of damage done to the growth of the individual person by our past habits of sex stereotyping. Much of this damage has been done by the roles that parents play in a child's life, by the careers that are offered to the different sexes, by the things that we expect little boys and girls to do.
>
> Sex stereotyping can easily be seen in the situations above. Not so easily seen are many examples of unsaid truths, which are just as damaging. For example, a child may read a book in which there are pictures of a male doctor and a female nurse. It may appear to be a very nice little story and absolutely harmless. But if this kind of example repeats itself over and over again in a child's life, without anyone's ever mentioning or showing that the female could be the doctor and the male the nurse, it can be damaging. Another example is our portrayal of history. So many famous men are studied in our schools, while famous women of equal importance are left out. These are the kinds of examples that have been repeated over and over again in our children's lives.
>
> Books and teaching materials are getting better. But we can still do a lot to combat the damage of sex stereotyping. Sex stereotyping places limitations on the growth of the individual. These limitations need not be placed. But a child must be shown the whole world of possibilities. Only when children are shown all possibilities do they have the real freedom to choose what isn't seen in their world as being possible.
>
> S. K.
> Grade 3

> It is important to integrate non-sex-stereotyping procedures into the regular day-to-day classroom curriculum activities because boys and girls view occupations and monetary gains in these occupations stereotypically.

The major emphasis should be to increase the awareness of the children of the prevalence of both men and women in the same occupations, to show them that yes, men can be nurses; yes, women can be mail carriers; yes, women can be doctors; yes, men can be dance teachers. Whether it can be introduced to them through pictures, real-life guests, books, movies, etc., the students have to be subjected to the alternatives rather than to the stereotyped views that some of them hold.

By integrating non-sex-stereotyped activities into the regular classroom activities, the teacher is increasing children's awareness that women as well as men can achieve in the same positions. The teacher should present examples of females in basically male-stereotyped positions as well as males in female-stereotyped positions.

In closing, I would like to point out that if girls are not given the opportunities to do those things that are typically stereotyped for boys, and vice versa, the statistical results will never change. Boys and girls, by being involved in non-stereotyped activities in school, have a basic foundation to look back on when they reach adulthood. If girls learn now that they are just as capable as boys in the same position, they will not have to suffer the consequences later of a stereotyped society of which they must be an integral part.

P. M.
Grades 4-5

This has always seemed to me to be the most obvious area in which unequal status behavior is found. Little girls play with dolls; little boys play with trucks; big girls stay home and play with babies; big boys go out into the hard, cruel world and make money.

The readouts from the surveys our children took basically prove that today's fourth and fifth graders still believe these clichés. They feel men should hold stereotypical men's jobs, whereas only about one-third of them feel women's jobs are reserved for women only. The boys are under the impression that men should be paid more for doing the same job that a woman does. Why is this true? What can the classroom teacher do to change these feelings?

I can understand why the boys believe only men should hold certain jobs. They have never seen a woman in the position. Women are not daring or adventurous, or so they are led to believe. Women don't need money to support themselves--they all have husbands to care for them.

In the classroom, careful planning and sufficient time can dispel some of this. Children must become acquainted first with the vital roles women have played in the past. They must be shown and experience women doing typically "male" jobs. Using films, guest speakers, research reports, etc., their knowledge will awaken. In order to promote female leadership and arouse the girls' will, they must realize these things as much as, if not more than, the boys.

Through guidance and personal looks at their surroundings, the children should realize that the woman's role as money earner is very real today. Many have working mothers--why? Either to supplement family income or because theirs is the only income. Many fathers are staying at home--why? Because the woman can earn as much money or there are no jobs, etc.

The classroom teacher's job in this area is to stir awareness. Let the children look at the past and the present. As they look carefully at the trees, the forest should become very obvious. Allow them to role play; allow them to become actively involved in a role, its pressures, rewards, and theories; make them aware of the training involved in a role. Some may be frightened--reinforce them; some may be overconfident; some may not care. If the teacher has aroused their awareness and if retention of the basics occurs, there should be measurable success.

P. M.
Grades 4-5

The roles in which men and women have traditionally been cast have been undergoing much debate and change in recent times. Women have been questioning their programming for housework and motherhood; the working mother has been learning that she is not neglecting her children by pursuing a career or holding a job; and men are discovering that child raising, cooking, and cleaning are not "women's work." Changes in traditional values and stereotyped behavioral patterns do not occur easily or without pain. Our expectations of adult female life were formed early by observation of patterns within our own families and reinforced by the language, the media, and our own education. Consequently, alterations of these sex-stereotyped behaviors have been fraught with guilt, strife, and self-doubt. Activists in support of the Equal Rights Amendment and Marabel Morgan's "total woman" concept typify the range of conflict over the role of women today.

Stereotyped roles for both men and women have, in the past, resulted in a relatively orderly society, except for those few who rebelled. Today, however, these stereotypes are producing confusion, dissension, and personal conflict.

In order to counteract the sex stereotyping that exists in the media, the language, and the homes of many of the children we teach, it is necessary to intervene at least in the province of education. Not only do the public media reinforce stereotyped roles, but much educational material still in use does nothing to dissipate the idea that boys and men are the active doers, while girls and women help or look on admiringly. Since children are learning these roles by example and inference, it becomes important to counteract this influence with the same techniques. By integrating non-sex stereotyping into daily activities and curricula, children may come to accept, matter-of-factly, that girls and boys are similar in abilities, preferences, and opportunities.

These intervention techniques should begin whenever children start their formal education (preschool or kindergarten) and continue throughout their schooling. I hope the heightened awareness of society will produce parallel changes in the language and public media, both of which reflect and sometimes alter current acceptable values. Changes in educational materials to non-sex-stereotyped portrayals will help the teacher expand the opportunities and choices of girls and boys. Ideally, as these children reach adulthood, the life-styles and careers they pursue will be based upon free choice, without the role conflict that confronts many of today's adults.

J. T.
Grades 4-5

I feel that it is extremely important to integrate non-sex-role stereotyping into the regular day-to-day classroom curriculum. I definitely became more aware of the fact that this was necessary after taking the courses in "Sexism" offered by the Educational Testing Service.

I feel that teachers may be aware of the fact that they shouldn't practice sex stereotyping, but aren't always aware of the fact that sex stereotyping is going on within their own classrooms.

I think students themselves practice sex stereotyping without even realizing it, and most, if not all, of the students are exposed to sex stereotyping outside the classroom environment (for example, in their homes and other school activities).

Sex stereotyping is found within the materials used in the classroom, for example, in textbooks that show "passive little Suzie watching rough, tough Ron climb trees." It's seen also with "father going off to work and mother waving from the door, with her apron on and the baby in her arms."

Although this has changed somewhat, extracurricular activities many times have been exclusively for boys in such sports as soccer, hockey, football, etc. Club programs offered to students find "girls' clubs" sneered at by boys. No boy would sign up for needlepoint or sewing without being afraid that he would be laughed at by other students.

Students themselves practice stereotyping when they don't want a girl on the team because she's a girl and can't play as well. Other situations such as these arise all the time. I've seen it many times in my own classroom. The teacher should deal with these situations as they occur, as well as work regular lessons into the normal teaching program.

Too, with the economy as it is today, and more and more women entering the job market, men must realize that there are things which would seem to be women's work that they must do to help out at home.

Children must be made aware, through school curricula and teacher training, that a person is not stereotyped into a station or situation in life because of sex. Girls can be mechanics, football players, President of the United States, truck drivers, pilots, etc. And boys are not sissies if they do needlepoint (I wouldn't call Roosevelt Grier a sissy--not to his face, anyway), cook, clean, or take care of babies.

Children have to be made aware early in life that one sex isn't any better than the other and that members of either sex can handle any job they choose to do quite capably. Since most parents were not exposed to non-sex stereotyping in their early years, and therefore really don't try to reinforce the ideas with their children at home, it is definitely the school's responsibility to expose the children to non-sex-stereotyping situations and roles and to make both the males and the females aware that they can function in roles not normally assigned to their particular sex by society.

Such goals can be accomplished by using the curriculum materials provided by the Educational Testing Service and exposing the students, as often as possible, to situations in the classroom in which roles are not sex-stereotyped.

In general, I feel strongly that the only way to help reduce sex stereotyping in both males and females is to start in the school systems, in the lower elementary grades, before the students' attitudes are firmly established and won't change easily, just as many of their parents' attitudes haven't changed. Change must occur, and it must start with the current generation of children in our schools.

D. H.
Grade 5

I feel as a participant of the Educational Testing Service workshop that non-sex stereotyping should be integrated into the structure and academic curriculum of a regular school day. This is important because it prepares today's young females for a more liberal attitude toward which jobs they should select and for what reasons. Today's female youth are not psychologically ready to place themselves in traditionally male occupations. By the same token, males are not ready for females to be in an authoritative position or to work alongside a female counterpart. If no respect is given to a female in an authoritative role, then the status of that position holds no worth. This would only add to the current problem of sex stereotyping for both men and women. Therefore, sex stereotyping should be avoided in the classroom and examples of it should be pointed out and discussed thoroughly.

The most common example of sex stereotyping in the classroom is found where students are most familiar, that is, in their own textbooks. This sex stereotyping does not limit itself to one subject area. It is found in reading books, language arts books, and also math textbooks. An example of this in a reading textbook is a story about a boy whose cousin "Jo" is coming over for the first time to visit. He is all set to play baseball with the cousin he has never met, until he finds out that his cousin Jo is really a girl whose name is actually Josephine. His disappointment is the theme of the story. The illustrations in these books are also very likely to be sex-stereotyped--the picture of the mother holding the baby in the kitchen, while the father is putting on his hat and coat ready to go out the door to work. This shows that the man is supposed to work while the woman's only talent is to cook and clean and have babies. Math books also lend themselves to sex stereotyping by giving examples placing boys in traditionally male roles and girls in traditionally female roles. An example of this would be a situation in which John has two baseballs and Joe has three, while Mary has three dolls and Jane has two. The illustrations in these books are also sex-stereotyped.

Another important aspect that should be brought out and integrated into the classroom curriculum is that of prime time television. Using examples of television programs in your reading or language arts is a tool not only to make a lesson more relevant to the students, but also to give you an excellent opportunity to wage the war against sex stereotyping. Most television shows only picture females in competent roles if they are beautiful. Women do not use scientific or investigative approaches to solve crimes; they rely on intuition. Good examples of this are "Charlie's Angels" and "Wonder Woman." It seems that in order to draw a high Nielsen rating, the women must be beautiful and make seductive passes at an anxious cameraman. Apparently the high ratings indicate that this is what America deems as reasonable and believable. This then presents broadcasters with a dilemma: If they want to cast a woman in a responsible role, she must be beautiful to give the male audience a justifiable reason for her attaining that position. If she is unattractive and in a male role, the rating will suffer. The boys in a classroom adore "Charlie's Angels" not because of their great crime-stopping deeds, like those of "Dick Tracy," but because they are beautiful.

If women are ever going to feel comfortable in a traditionally male role or occupation, we must start now in the classroom and point out these inconsistencies in our society. I feel that the best approach to the problem is to take gradual measures in placing females in traditionally male roles. Placing a female in a strong male role such as a truck driver would meet with objections from both sexes, as they are not familiar with, nor have they been raised with, these ideas. Parental concerns should also be taken into consideration, as many parents object strongly to what they call forcing contrary beliefs on their children. Some parents and students honestly do not mind being cast in roles they feel have been cut out for them. Our goal here is not to change society as a whole, but to provide an opportunity for those who seek new ways.

P. S.
Grade 5

ACTIVITY SIX

"LANGUAGE ARTS: TYPES OF SENTENCES" EVALUATION SHEET

Answer each question by counting the numbers of girls/women and boys/men mentioned in the "Language arts: types of sentences" lesson, one of the eight NON-SEX-ROLE STEREOTYPING model curriculum units distributed to you earlier. Fill in the appropriate spaces.

	Female	Male
How many people are mentioned?		
How many children are mentioned by name?		
How many adults are mentioned by name?		
How many people are engaged in a reverse SEX-STEREOTYPED activity?		
How many people are engaged in a SEX-STEREOTYPED activity?		
How many people are engaged in a NON-SEX-STEREOTYPED activity?		

SMALL-GROUP "TYPES OF SENTENCES" EVALUATION DISCUSSION QUESTIONS

1. As you read through these sentences (Attachments #1 and #2), did you at first read any of the names incorrectly (e.g., reading John for Joan, Michele for Michael)?
2. What general principles or guidelines regarding NON-SEX-ROLE STEREOTYPING curriculum materials can you see?

WORKSHOP THREE: SEX-ROLE STEREOTYPING
ACTIVITY SIX, TYPES OF SENTENCES, SHEET TWO

LESSON PLAN EVALUATION SHEET (to evaluate your own lesson plan)

Answer each question by counting the numbers of girls/women and boys/men mentioned in your own lesson plan. Fill in the appropriate spaces.

	Female	Male
How many people are mentioned?		
How many children are mentioned by name?		
How many adults are mentioned by name?		
How many people are engaged in a reverse SEX-STEREOTYPED activity?		
How many people are engaged in a SEX-STEREOTYPED activity?		
How many people are engaged in a NON-SEX-STEREOTYPED activity?		

1. Are there differences in the results from your lesson plan and the C-A-R-E lesson on types of sentences? If so, what are these differences?
2. How, if necessary, would you revise your lesson plan the better to reflect the principles of NON-SEX-ROLE STEREOTYPING?

MODEL CURRICULUM UNIT EVALUATION FORM

Curriculum activity ______________________________

1. Did you need to modify this activity?

   ______yes

   ______no

2. Did students notice the NON-SEX-ROLE STEREOTYPING theme?

   ______yes

   ______no

3. If yes, what were the students' reactions?

   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____

ACTIVITY SEVEN

READING BOOK EVALUATION SHEET

Instructions

The purpose of this activity is to examine SEX-ROLE STEREOTYPES in a reading or social studies textbook that your students use. This form can also be used to help evaluate textbooks that are being reviewed for potential adoption.

In this activity, you will need to count stories and pictures in the books. This activity can be shortened by limiting it to the first ten stories and the first fifty pages for pictures. Complete each item of this form, following the directions for each section.

1. Name of book ______________________________

2. Count and record the number of stories, articles, or other major divisions in the book.

   Number of stories ________ articles ________ divisions ________

3. Count the number of stories, articles, or other divisions in which the main character(s) is(are) a girl(s) or woman(women). Put this number after "female." Do the same for stories having a boy(s) or a man(men) as main characters. For this activity, count female animals as girls or women and count male animals as boys or men (e.g., Mary the Lion is counted as female). Stories with no main characters or with both male and female main characters should be counted under "other." Remember to count stories having two main characters of the same sex as either male stories or female stories.

   Number of stories, female ______________________

   Number of stories, male ______________________

   Number of stories, other ______________________

4. Count the illustrations. Consider three types of pictures:

   a. Those in which male figures outnumber female figures (e.g., a mother and two boys: M > F)

   b. Those in which males and females are equally represented (e.g., a brother and sister: M = F)

   c. Those in which female figures outnumber male figures (e.g., two girls and a boy: F > M)

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Count the number of each type and record next to M > F, M = F, F > M.

Number of pictures, M > F ______________________

Number of pictures, M = F ______________________

Number of pictures, F > M ______________________

5. Write the titles and a one-line précis for each of the first ten stories.

Example: "The Fun They Had," by Isaac Asimov, in Images (Boston: Houghton Mifflin, 1971, 1973).

An eleven-year-old girl, living in 2157, dislikes her computer "teacher" because the level of programmed instruction has been set too high for her.

Story 1 ______________________

____

____

____

____

Story 2 ______________________

____

____

____

____

Story 3 ______________________

____

____

____

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Story 4 ____

____

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Story 5 ____

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Story 6 ____

____

____

____

____

Story 7 ____

____

____

____

____

Story 8 ____

____

____

____

____

WORKSHOP THREE: SEX-ROLE STEREOTYPING
ACTIVITY SEVEN, READING BOOK EVALUATION, SHEET FOUR

Story 9 ____

____

____

____

____

Story 10 ____

____

____

____

____

ACTIVITY EIGHT

TEACHER'S RESEARCH EXERCISES

Instructions

Following are three in-class evaluation activities for you to complete and bring to WORKSHOP FOUR.

1. Partner Choice Exercise

Use the "Math: fractional word problems" model curriculum unit (given to you in Activity Six), but instead of assigning partners, allow students to choose partners. Count and record the number of partnerships of the following types:

______boy-boy partners

______girl-girl partners

______boy-girl partners

Bring these results with you to WORKSHOP FOUR.

2. Classroom Environment Summary

Looking at your classroom, count the number of pictures that show children working together (i.e., interdependently) on the same activity (e.g., two children putting together a puzzle).

How many pictures show boys working with boys? ________________

Girls working with girls? ________________________________

Boys and girls working together? ____________________________

Bring these results with you to WORKSHOP FOUR.

3. Classroom CROSS-SEX INTERACTION Environment Summary

Using the instructions on the following two pages, fill out this sheet for either your class if you teach only one class, or the class you see most frequently if you teach more than one class. Do this for only one class period.

Draw in the space below the seating arrangement that is in effect while instruction is under way or that is most typical of the period.

How many boys did you teach this period? ______________________

How many girls did you teach this period? ______________________

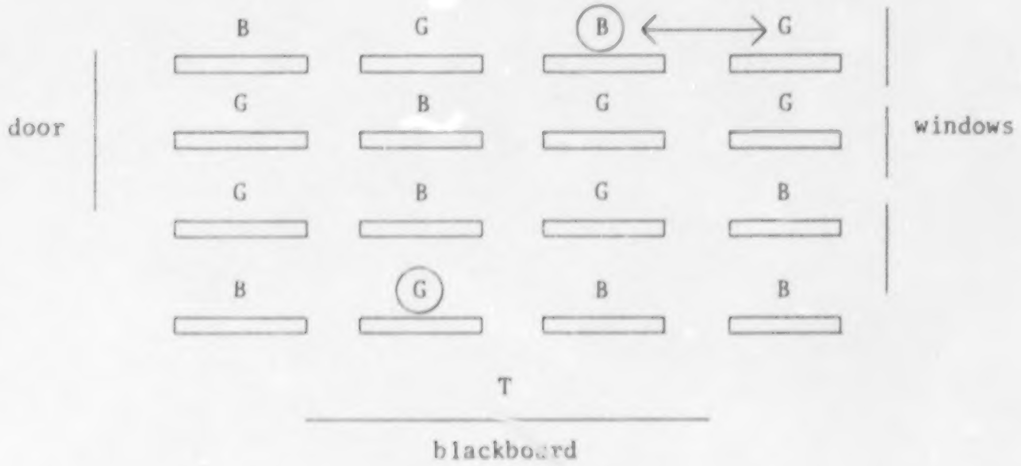
Bring these materials with you to WORKSHOP FOUR.

Your Class Seating Arrangement

Instructions for drawing the seating arrangement

1. Draw the seating arrangement from a top view.
2. Indicate blackboards, exit doors, room dividers, etc.
3. Locate each person in the room.
4. Indicate yourself with a T.
5. Indicate girls with a G.
6. Indicate boys with a B.
7. Identify minority children by circling the letters B and/or G.
8. Indicate interaction (talking, joking, sharing materials, etc.) by an arrow ⟷ between the two children.*

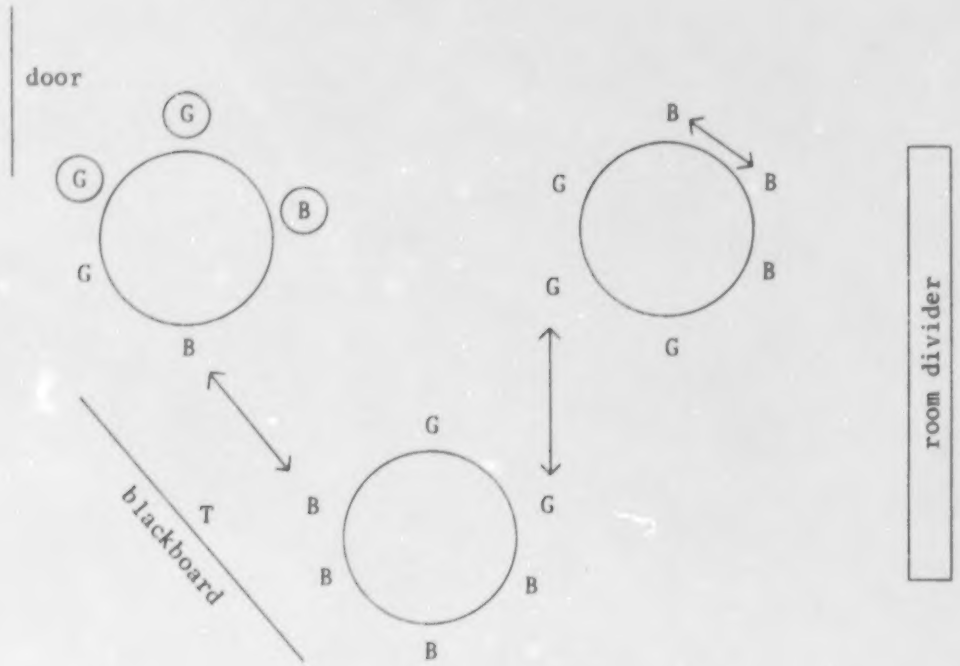
EXAMPLE A



---

*You may find it difficult to record interactions as they occur. An aide or observer could be asked to record them for you, or you could write your recollections at the end of the day.

EXAMPLE B


door
G
G
B
G
B
B
G
B
B
G
G
G
room divider
G
T
B
G
blackboard
B
B
B

Questions to think about:

1. Is there sex segregation in your class?
2. Is there racial segregation in your class?
3. Is there CROSS-SEX INTERACTION in your class?
4. Is there cross-racial interaction in your class?

Bring these materials with you to WORKSHOP FOUR.

ACTIVITY NINE

NON-SEX-ROLE STEREOTYPING COMMITMENT PAGE

1. My goals for promoting NON-SEX-ROLE STEREOTYPING in my classroom are:

____

____

____

____

____

2. I will implement these goals in my classroom in the following ways:

____

____

____

____

____

3. Specifically, I will use as daily classroom practices and procedures:

____

____

____

____

____

4. Follow-up: Did I do the above?

Yes ______ No ______

8

ACTIVITY NINE

TEACHER'S RESEARCH SHEET

Following is a summary of the WORKSHOP THREE research activities you have been asked to conduct in your classroom and the materials to bring with you to the next workshop session:

1. Activity Six: Using the Model Curriculum Units

   Use in your classroom at least one of the eight model curriculum units distributed in Activity Six. Modify the unit as necessary. Be sure to bring to WORKSHOP FOUR at least one completed model curriculum unit evaluation form for one of the lessons you used.

2. Activity Seven: Reading Book Evaluation

   Using the evaluation checklist, review the main textbooks that are used in your classroom. What are the results? Did you find the results surprising? What does this mean about the way the world is presented in these textbooks to your students? What messages might these textbooks be telling your students about their options in the future?

3. Activity Eight: Partner Choice Exercise

   Use the "Math: fractional word problems" model curriculum unit and allow students to choose their own partners. Bring your count of the number of each type of partner chosen by the students to WORKSHOP FOUR.

4. Activity Eight: Classroom Environment Summary

   Look at your classroom and count the number of pictures showing males and females working together. Bring these results to WORKSHOP FOUR.

5. Activity Eight: Classroom CROSS-SEX INTERACTION Environment Summary

   Following the instructions on the teacher research exercise sheets, complete the seating arrangement evaluation. Be sure to bring the results to WORKSHOP FOUR.

6. Activity Nine: Commitment Page

   Complete the commitment page, listing your goals and strategies for promoting NON-SEX-ROLE STEREOTYPING in your classroom.

ACTIVITY NINE

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WORKSHOP THREE

MODEL CURRICULUM UNITS

(Reproduce for workshop participants)

MODEL CURRICULUM UNIT

AFFECTIVE: OCCUPATIONAL CHARADES

Overview

This activity is designed to reduce sex-stereotyping attitudes about occupations.

Materials needed

1. 30 index cards
2. Magic marker
3. Reference books on famous women (for teacher use and reference)

Preparation

1. Divide the class into five cross-sex groups with equal or proportional boys and girls in each group.
2. Cut apart male and female stereotyped occupation cards (or print each of the following occupations on a card, using a different color for the male and female occupations). See attached lists for actual percentages.

Typical Male

judge
lawyer
physician
bricklayer
carpenter
butcher
dentist
plumber
taxicab driver
railroad conductor
bartender
postmaster
jeweler
airplane pilot

Typical Female

nurse
secretary
housekeeper
dancer
flight attendant
librarian
seamstress
waitress
bank teller
hairdresser
dietitian
salesclerk
telephone operator

Introduction

"Today, we are going to break up into groups to play charades. I'll give you these cards (show) that have an occupation on them and you will take turns role playing the job. Each of you will act out your job while the group guesses what it might be." (Choose a student volunteer to be the clock monitor.)

Procedure

1. Divide the class into groups.
2. Hand out cards giving "male" jobs to females and vice versa.
3. Designate timekeepers at random.
4. After the students are finished, discuss stereotyping. Ask, "Did anyone notice anything strange about this activity?" We hope the students will comment on how the girls were acting out men's jobs and vice versa. The teacher should explain that there are women who do these jobs and that women are capable of doing any job. Cite examples of women who do men's jobs (reference books come in here): Juanita Kidd Stout, judge; Janet Guthrie, racecar driver; Phyllis George, sportscaster; Jane Pauley, newscaster; ordained ministers; etc. Also point out similarities of jobs that are sex-stereotyped, e.g., tailor/seamstress, flight attendant/train conductor, waitress/bartender.

Problems

1. Trouble guessing the job? (Another student may be asked to assist.)
2. Student may feel embarrassed role playing for the group. (Teacher encouragement and support should be given.)
3. Student not able to role play--gets disgusted. (Teacher, upon seeing this, could allow talking during pantomime.)

Evaluation

Were the jobs guessed even though they were typically of the other sex?

Follow-up

Report on famous women.

WORKSHOP THREE: SEX-ROLE STEREOTYPING
AFFECTIVE: OCCUPATIONAL CHARADES, SHEET THREE

OCCUPATION	PERCENT FEMALE
accountant	40
architect	26
bricklayer	1
computer specialist	19
engineer	1
forester, conservationist	3
judge	7
lawyer	4
librarian	81
archivist and curator	30
mathematician	23
scientist:	13
agriculture	7
space	9
biology	34
chemistry	11
geology	3
marine	5
physics	3
personnel representative	30
dentist	3
optometrist	4
physician	9
pharmacist	11
veterinarian	5
nurse	97
dietitian	91
cleric	2
social scientist:	19
political science	23
economics	11
psychology	38
sociology	45
embalmer	4
photographer	13
radio, TV announcer	6
bank officer	17
credit officer	28
postmaster	31
housekeeper	73
railroad conductor	1
restaurant, bar, cafeteria manager	34
sales manager	23
college administrator	23
elementary and secondary school administrator	27
salesclerk	43
sales representative	41
auctioneer	3
insurance agent	12
real estate agent	31

WORKSHOP THREE: SEX-ROLE STEREOTYPING
AFFECTIVE: OCCUPATIONAL CHARADES, SHEET TWO

OCCUPATION	PERCENT FEMALE
bank teller	86
bookkeeper	81
cashier	83
mail carrier	8
receptionist	94
secretary	97
baker	29
carpenter	1
electrician	1
jeweler	11
plumber	1
assembler	48
dressmaker, seamstress	95
butcher	10
sailor and deckhand	1
bus driver	27
taxicab driver	6
telephone operator	95
laborer (except farm)	8
farm laborer	16
professor (college):	28
biology	21
chemistry	11
physics	4
engineering	6
mathematics	1
health sciences	47
psychology	29
business	31
economics	8
history	17
sociology	24
fine arts	34
physical education	25
education	29
English	41
foreign languages	46
home economics	92
law	6
theology	16
trade	20
elementary and secondary teacher:	69
elementary school	83
high school	49
entertainer	30
actor	39
author	29
dancer	81
designer	23
editor and reporter	40

WORKSHOP THREE: SEX-ROLE STEREOTYPING
AFFECTIVE: OCCUPATIONAL CHARADES, SHEET FOUR

OCCUPATION	PERCENT FEMALE
musician and composer	35
painter, sculptor	35
athlete	27
airplane pilot	1
cook	63
kindergarten teacher	98
waitress	89
bartender	20
flight attendant	95
barber	4
hairdresser	90
usher	31
manufacturing worker	30
garage worker, gas station attendant	28
fire fighter	1
guard, security personnel	4
police officer and detective	3
sheriff and bailiff	6*
governor	1
senator	0
representative	3
state legislator	6
union member	24
general	only 2 individuals
thief	46
robber	7
criminal	18†
mayor	greater than 1‡

---

*Above percentages were taken from U.S. Census, Occupational Characteristics of the Population, "Summary of Social and Economic Characteristics of the Experienced Civilian Labor Force by Detailed Occupation and Sex: 1970."

†Above percentages were taken from the World Almanac, 1977.

‡Above percentage was obtained from a phone call to U.S. Conference on Mayors, 1620 I Street, NW, Washington, DC.

MODEL CURRICULUM UNIT

AFFECTIVE: VALUES CLARIFICATION

Overview

This activity is designed to give students the opportunity to become aware of stereotyped roles and to feel good about nonstereotyped roles.

Materials needed

1. Ditto master (2 pages)
2. Ditto sheets (30 copies)
3. Pencils

Preparation

Make ditto masters and 30 copies (see attached).

Introduction

1. Say, "Many women and men have traditionally had different kinds of jobs based on their sex. There are things that women are expected to know how to do and things that men are expected to know how to do. People have feelings and thoughts about the different expectations of men and women. These defined roles for men and women have not been equal. Today you are going to read about different situations and think about how you feel when you do something that is not an expected role for a man or woman."
2. Ask, "What are some expected roles for females (baking, sewing, cleaning)?" "What are some expected roles for males (mechanics, outdoorsmen, builders)?"
3. "These expectations are changing. Today we will think about these changes."

Procedure

1. Say, "I am going to pass out ditto sheets. You are to read the six different situations and answer the questions under each. You have 15 minutes to do this task."

2. Pass out ditto sheets. Say, "I would like everyone to read the first one silently. Do you have any questions? Please finish the remainder of the sheets on your own."

3. Collect the ditto sheets 15 minutes later.

4. Ask, "What things were the girls doing?" Ask the girls, "How would you feel if you were doing these things? Have any of you ever done any of these things?" (Ask the same questions of the boys.)

Problems

Students may just write "good" or "OK" in answer to the questions. The teacher should encourage the students to write more. (Why would they feel a certain way?)

Evaluation

1. After students have finished, observe if they are able to relate to the situations presented.

2. Observe if the task was completed with some thought.

3. Observe if any stereotyped attitudes changed through the follow-up discussion.

DITTO

Name ____

1. John baked a cake and the whole class ate it.

   a. How does John feel? ______________________________

   ____

   b. Have you ever baked a cake? ________________________

   c. How would you feel if you baked a cake and the whole class ate it?

   ____

   ____

2. Paul had a hole in his shirt. He got a needle and thread and fixed it.

   a. How does Paul feel? ______________________________

   ____

   b. Have you ever done any sewing? ______________________

   c. How would you feel if you fixed your shirt by yourself?

   ____

   ____

3. Mary was in the woods with some friends. They got lost. She led everyone home by using her compass.

   a. How does Mary feel? ______________________________

   ____

   b. Have you ever used a compass? _______________________

   c. How would you feel if you led everyone home to safety?

   ____

   ____

4. Steve surprised his parents by doing all of the family's laundry.

   a. How did Steve feel? ______________________________

   ____

   b. Have you ever done the laundry? ______________________________

   c. How would you feel if you did the laundry and your parents were really surprised? ______________________________

   ____

5. Susan built a tree house for all the kids in the neighborhood to play in.

   a. How did Susan feel? ______________________________

   ____

   b. Have you ever built anything? ______________________________

   c. How would you feel if you built a tree house by yourself?

   ____

   ____

6. Kathy fixed her neighbor's lawn mower and became well known in the neighborhood for her ability as a mechanic.

   a. How did Kathy feel? ______________________________

   ____

   b. Have you ever fixed a machine? ______________________________

   c. How would you feel if you fixed a neighbor's lawn mower?

   ____

   ____

MODEL CURRICULUM UNIT

LANGUAGE ARTS: TYPES OF SENTENCES

Overview

This activity avoids sex-role stereotyping by having students individually identify examples of the four types of sentences that are unstereotyped in subject matter.

Materials needed

1. Chart with four kinds of sentences (see Attachment #1)
2. Worksheet with sentences (see Attachment #2)
3. Transparency film with sample sentences (see Attachment #3)
4. Overhead projector
5. Grease pencil
6. Pencils
7. Paper (if follow-up is to be used)

Preparation

1. Prepare a chart with the different types of sentences.
2. Prepare a ditto master and copies of the sentences.
3. Prepare a transparency with samples.

Introduction

Put up chart and tell the students they are going to learn about different kinds of sentences.

Procedure and organization

1. Ask students to read silently what is on the chart.
2. Ask someone to read aloud the definition of a statement.
3. Ask, "What kind of a sentence is a statement?" (Telling)

4. Ask someone to read the example under statement.

5. Ask what the sentence tells them. (Tells what David made)

6. Ask students what punctuation mark is used at the end of a statement. (Period)

7. Ask how a statement begins. (Capital letter)

8. Ask for volunteers to give other examples of a statement.

9. Repeat the same procedures (steps 3-8) for other types of sentences, replacing the word statement with each kind of sentence you are teaching (command, question, exclamation).

10. The teacher puts on transparency (see Attachment #3).

11. Tell the students that there are four sentences on the transparency, one example of each kind of sentence.

12. Ask the pupils to read over the sentences silently and decide which type of sentence each is.

13. Ask for volunteers to come up to the transparency and label each sentence with the appropriate symbol and to put in the proper punctuation mark at the end.

    Symbols:
    S: statement (.)
    Q: question (?)
    C: command (.)
    E: exclamation (!)

14. Turn off the transparency and pass out the ditto sheets.

15. Tell the students that they are to complete the worksheet independently.

16. Explain that the worksheet is to be completed exactly like the transparency. They are to follow these steps:

    a. Read over sentences.

    b. Decide what type of sentence each is.

    c. Label each sentence with the appropriate symbol (see step 13).

    d. Put in the proper punctuation mark at the end of each sentence (see step 13).

17. Ask the students to bring the papers up to the teacher as they are completed.

18. Check the papers as they are brought up. (The correct answers are given on page 185.) If the papers are all correct, assign the follow-up activity. If papers have errors, the students should correct them and then do the follow-up.

Problems

1. Depending on the group's ability, all four types of sentences may not be able to be taught on the same day. The teacher could generally follow the same procedure and cover only the steps appropriate to teaching one type of sentence per day. Instead of doing the transparency and the worksheet, the teacher might ask students individually to write up a specified number of the type of sentence taught (the number would depend on the ability level of the group).

2. Some sentences on the worksheet may be classified as either commands or exclamations, depending upon the voice inflection. The teacher could accept either answer in these cases.

3. Students who finish the worksheet before others should do follow-up activity.

4. If the ability level of the group is high, students might already know the four types of sentences. If this is the case, the teacher could ask the students for a definition, an example, and how each type of sentence is punctuated, rather than using the chart with this information already on it.

Evaluation

1. The teacher should observe the students' abilities to complete the worksheet correctly.

2. If the follow-up is used, the teacher could evaluate student-made sentences for sex-role stereotyping.

Follow-up

1. Students could individually write a specified number of examples for each type of sentence (number depending upon ability level).

2. The teacher could go over these examples another day with the class.

3. After the teacher evaluates the sentences for stereotyping, a discussion might arise as to how the teacher's examples differ in nature and/or subject matter from those composed by the students (if students' examples are heavily stereotyped). The teacher might also ask the students for suggestions to change some of the sentences to nonstereotyped examples.

ATTACHMENT #1

CHART: FOUR KINDS OF SENTENCES

1. STATEMENT: a sentence that tells about or describes something. It ends with a period.

   Example: David made a delicious apple pie.

2. QUESTION: a sentence that asks something. It ends with a question mark.

   Example: How did Michele get so dirty?

3. EXCLAMATION: a sentence that expresses or shows a strong feeling such as love, hate, anger, surprise, or excitement. It ends with an exclamation mark.

   Example: Watch out for the ball, Brian!

4. COMMAND: a sentence that tells or requests someone to do something. It ends with a period.

   Example: Suzanne, bring me that paper.

ATTACHMENT #2

WORKSHEET

Directions

Read over each sentence.

Decide what type of sentence each is.

Label each with the appropriate symbol:

S: statement (.)
Q: question (?)
C: command (.)
E: exclamation (!)

Put in the proper punctuation mark at the end of each sentence.

_______ 1. Susan gave Joan an angry look

_______ 2. Steven, dry the dishes

_______ 3. Who is that girl sitting next to Kevin

_______ 4. My father stays at home and my mother goes to work every day

_______ 5. Barbara and Keith, stop talking

_______ 6. Did you take out the trash, Pamela

_______ 7. The softball tournament will be held on Wednesday evening

_______ 8. Be careful when you cast your fishing line, Jennifer

_______ 9. What day are you supposed to baby-sit for the Jones, Patrick

_______ 10. Evan, please fold the clothes

_______ 11. Caroline, is your camping trip this Saturday or next Saturday

_______ 12. Don't eat the cake before you put on the frosting, Michael

_______ 13. Did Uncle John wash the dishes

_______ 14. Carl, go clean your room

_______ 15. Donald made an apron for his mother in his arts and crafts club

_______ 16. Sarah, be careful with that saw

_______ 17. Francine went to see the Philadelphia Phillies' game at Veterans Stadium on July 4th

_______ 18. Wendy, stop teasing your brother

_______ 19. Dad won a thousand dollars in the Pillsbury Baking Contest

_______ 20. My aunt is the head chef in an expensive restaurant

WORKSHEET ANSWERS

1. S (.)
2. C (.)
3. Q (?)
4. S (.)
5. C or E (. or !)
6. Q (?)
7. S (.)
8. C or E (. or !)
9. Q (?)
10. C (.)
11. Q (?)
12. C or E (. or !)
13. Q (?)
14. C or E (. or !)
15. S (.)
16. C or E (. or !)
17. S (.)
18. C or E (. or !)
19. E or S (! or .)
20. S (.)

WORKSHOP THREE: SEX-ROLE STEREOTYPING
LANGUAGE ARTS: TYPES OF SENTENCES, SHEET EIGHT

ATTACHMENT #3

TRANSPARENCY WITH SAMPLE SENTENCES

_______ 1. When does our papergirl collect the money for her route

_______ 2. Robert, please bring me your art project

_______ 3. Helen made a model airplane

_______ 4. Mom, Jonathan won the trip for drawing the best poster

MODEL CURRICULUM UNIT

LANGUAGE ARTS: PARTS OF SENTENCES

Overview

This activity is designed to avoid sex-role stereotyping by using a female inventor as the subject of a language arts activity involving the parts of speech.

Materials needed

1. 30 ditto copies of a paragraph(s) about an important woman
2. 30 ditto copies of answer sheets
3. Pencils
4. Chart paper
5. Magic marker

Preparation

1. Prepare ahead of time ditto copies of a paragraph(s) about a woman who has accomplished something in her lifetime that the children would normally think of as an accomplishment of a man. The ditto sheets should also include instructions for the students (see ditto #1).
2. Prepare an answer sheet with instructions (see ditto #2).
3. Prepare a second ditto about another important woman in the same manner as step 1 above.
4. Give the class instruction on identifying nouns, adjectives, adverbs, and verbs.

Procedure and organization

1. The students will remain in their seats. The teacher pairs the students by the proximity of their seating, choosing one boy and one girl. If there are unequal numbers of boys and girls, make as many boy-girl pairs as possible and then pair the remaining boys only or girls only together.
2. Each student will receive ditto #1.

3. Explain the ditto and the instructions to the class and answer any questions, explaining that the students will have 10 minutes to complete the ditto.

4. After five minutes, each student receives ditto #2 (answer sheet) and the teacher explains the instructions.

5. The students will have 5 minutes to check their partners' dittos.

6. The original ditto with the corrections is returned to the students for them to see the corrections.

Follow-up

1. Call the class together and go over another selected paragraph about another woman with the entire group. The teacher would call on the students at random to underline nouns, verbs, etc.

2. The class could have a discussion (large group) about the woman or women in the paragraph.

3. Options:

    a. The teacher may also pair students in cross-sex groupings.

    b. Each group of two students could receive paragraphs about different women.

Problems

1. The students may have difficulty reading the paragraph(s). The teacher can assist them to make sure the paragraph is geared for their reading level, or pairs can help each other.

2. The students may get restless or call out during the follow-up. The teacher should enforce discipline.

Evaluation

1. The discussion of the women in the paragraph(s) following the activity.

    a. Were the students interested in what they read?

    b. Did they comprehend what they read?

2. The students should do as well or better on the follow-up activity.

DITTO #1

Instructions: In the following paragraphs you are to underline all the nouns once; all the verbs (and helpers) twice; write ADJ over all the adjectives; write ADV over all the adverbs; and write P over all the pronouns.

MARGARET KNIGHT*

Margaret Knight was an inventor who was born in York, Maine, in 1838. Mattie, as she was known, early developed an interest in making many things. As she later recalled her childhood, "I never cared for the things that girls usually do . . . the only things I wanted were a jackknife, a gimlet, and a piece of wood. I was famous for my kites, and my sleds were the envy and admiration of all the boys in town." Her friends were horrified, and she sighed sometimes because "I was not like other girls, but wisely concluded that I couldn't help it, and sought further consolation from my many tools."

The story is told that she thought of her first invention at the age of twelve. She was watching the movement of the shuttles on the big looms in the cotton mills. A shuttle fell out, injuring someone badly with its steel tip, and Mattie worked out a stop-motion contrivance by which such accidents might be prevented. She took out her first patent for an improvement to a paper-feeding machine that would enable it to fold square-bottomed paper bags easily. She also invented such things as window frames and types of rotary engines and motors.

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*From Notable American Women, 1607-1950, Edward T. James et al., eds. (Cambridge, Mass.: Belknap Press, 1974).

WORKSHOP THREE: SEX-ROLE STEREOTYPING
LANGUAGE ARTS: PARTS OF SENTENCES, SHEET FOUR

DITTO #2

ANSWER SHEET

Instructions: Following is a list of the words in the story, listed correctly under their proper headings. Exchange your paper with your partner and check each other's paper by placing an X over words on the paper that are incorrectly marked or not marked at all. Write the number of mistakes at the top of the paper.

NOUNS

1. Margaret Knight
2. inventor
3. York
4. Maine
5. Mattie's
6. interest
7. things
8. childhood
9. things
10. girls
11. things
12. jackknife
13. gimlet
14. pieces
15. wood
16. kites
17. sleds
18. envy
19. admiration
20. boys
21. town
22. friends
23. girls
24. consolation
25. tools
26. story
27. invention
28. age
29. twelve
30. movement
31. shuttles
32. looms
33. mills
34. shuttle
35. tip
36. Mattie
37. contrivance
38. accidents
39. patent
40. improvement
41. machine
42. bags
43. things
44. frames
45. types
46. engines
47. motors

PRONOUNS

1. she
2. she
3. her
4. I
5. I
6. I
7. my
8. my
9. her
10. she
11. I
12. I
13. it
14. my
15. she
16. her
17. she
18. someone
19. its
20. she
21. her
22. it
23. she

ADJECTIVES

1. many
2. only
3. famous
4. all
5. horrified
6. other
7. further
8. many
9. first
10. big
11. cotton
12. steel
13. stop-motion
14. such
15. first
16. paper-feeding
17. square-bottomed
18. paper
19. such
20. window
21. rotary

VERBS (and helpers)

1. was
2. was born
3. was known
4. developed
5. making
6. recalled
7. cared
8. do
9. wanted
10. were
11. was
12. were
13. were
14. sighed
15. was
16. concluded
17. could help
18. sought
19. is told
20. thought
21. was watching
22. fell
23. injuring
24. worked
25. might be prevented
26. took
27. would enable
28. fold
29. invented

ADVERBS

1. early
2. later
3. never
4. usually
5. sometimes
6. wisely
7. badly
8. easily

MODEL CURRICULUM UNIT

MATH: FRACTIONAL WORD PROBLEMS

Overview

This activity is designed to reduce sex-role stereotyping by solving fractional word problems that portray unstereotyped roles.

Materials needed

1. Ditto sheets for problems
2. Pencil
3. Paper
4. Teacher's problems (optional)

Preparation

1. Run off ditto copies of problems.
2. Break class into cross-sex pairs to solve problems, and assign work areas.

Introduction

"We've been working on fractions lately and I have a ditto sheet for you to work on. You'll be assigned a partner to work with to solve some problems and we'll go over them when you're finished. The pairs are ____(names)____ and you'll work ____(place)____."

Procedure

1. Prepare the ditto master and run off a copy for each student.
2. Hand out paper and pencils.
3. Allow the class about 15 minutes to solve the problems.
4. Go over problems, discussing roles as well as answers.
5. Collect finished papers.

Problems

Arguments from boys concerning the roles that are played in the problems. Reinforce the idea of the capabilities of girls in these roles.

Evaluation

1. Observe if the problems are completed correctly.
2. Observe students' responses to the roles portrayed in the problems.

Optional

Since the lesson is only 15 to 20 minutes, eleven problems should be sufficient. If there is a need for more problems, follow these criteria for making up new ones.

1. Don't stereotype roles.
2. Be sure females are active participants when you make up problems with a number of people in them.

DITTO

WORD PROBLEMS

1. John baked a cake and cut it into 10 pieces. Mary ate 2 pieces. What fractional part of the cake did Mary eat?
2. Jane was mowing the 10 acres of land behind her house. She mowed 5 acres before she stopped for lunch. What fractional part does she have left to mow?
3. Miss Kolmar runs a paint store. She had 80 gallons of red paint on Monday. By Wednesday she had only 20 gallons left. What fractional part of red paint did she sell?
4. Brenda is a potter. She held an exhibit of her work and sold 30 pots. She started with 90 pots. What fractional part did she sell?
5. Tom bought 4 1/2 yards of material. He used 3 1/4 yards to make a shirt. How many yards were left?
6. Mary spent 1/2 of a dollar. Joan spent 1/4 of ten dollars. How much did they spend in all?
7. Joe and Alice went fishing. Joe caught 1/5 of the total catch. If they caught 30 fish, how many did Alice catch?
8. Jane was running for the Senate and was assured of at least 3/4 of Dublin County's votes. Dublin County has 4,000 voters. How many votes would Jane get?
9. Paul was running the vacuum cleaner and had finished 2/5 of the rug when company came. How much more does he have to vacuum to complete his chore?
10. Sam and Keisha bicycled to the mall Saturday. They took a break to rest 1/2 way there. The mall is 10 miles away. How far had they gone before they took a rest?
11. Ms. Barton was laying a floor in her kitchen. The kitchen measured 75 square feet. She took a break after laying 2/3 of the floor. How many square feet were finished when she took a break?

MODEL CURRICULUM UNIT

SCIENCE: SIX SIMPLE MACHINES

Overview

This activity is designed to avoid sex-role stereotyping by identifying various simple machines that both males and females can use.

Materials needed

1. Corkscrew (screw)
2. Dustpan (inclined plane)
3. Scissors (lever)
4. Traverse curtain rod (pulley)
5. Doorstop (wedge)
6. Eggbeater (wheel and axle)
7. One copy for each student of "Tell What Simple Machines These Are" (from Attachment #1)
8. Pencils
9. Chart on large piece of oaktag (see Attachment #2)

Preparation

1. Get the sample materials together and ready for the presentation.
2. Prepare the ditto of Attachment #1, one copy for each student. In place of the answers (in parentheses) leave blanks.
3. Prepare the chart (see Attachment #2).

Introduction

1. Display the six items.
2. Ask, "Does anyone know what we have here?" Accept answers such as "things we use," "tools," "objects that help us do work," etc. Choose females to identify "male" machines and males to identify "female" machines.

3. Say, "These are six simple machines. I am going to describe a simple machine and then I will call on somebody to identify which of these items is the simple machine that I have described." Use the descriptions of the simple machines on Attachment #2; for example, say, "An inclined plane is a simple machine. Which of these six items is an inclined plane?" When the child has identified the object, ask him or her to describe how the item meets the description.

Procedure and organization

1. Say, "I am going to give you a ditto sheet with a list of simple machines on it" (from Attachment #1).
2. Say, "I will hand them out to those of you who are going to work together." Divide the class into groups containing six members of the same sex and assign a number to each group.
3. Say, "There will be designated places for you to work in your group in the classroom, but don't move yet!"
4. Say, "Notice that your group number will be in the upper right-hand corner of your ditto sheet when you get it."
5. Pass out the ditto sheets and designate working areas in the classroom.
6. Now call the class to attention and say, "This chart (put chart on wall) may remind you of the definitions that we discussed and may help you identify the simple machine" (see Attachment #2).
7. Say, "Now you may start working together in your assigned groups."
8. Say, "Cooperate and share ideas with one another, because everyone in your specific group will receive the same mark."
9. Say, "I will collect the papers in about 20 to 30 minutes."

Problems

Girls may have more difficulty due to less familiarity with the idea of objects as machines. This is the reason for same-sex groupings.

Evaluation

The interaction, cooperation, and written ditto responses would be indicators for evaluation.

WORKSHOP THREE: SEX-ROLE STEREOTYPING
SCIENCE: SIX SIMPLE MACHINES, SHEET THREE

ATTACHMENT #1

TELL WHAT SIMPLE MACHINES THESE ARE

conveyor belt (wheel and axle)

flagpole (pulley)

ladder (inclined plane)

saw (wedge)

seesaw (lever)

spiral staircase (screw)

ski lift (pulley)

hammer (lever)

fishing pole (lever)

wheelbarrow (wheel and axle)

nail (wedge)

bike (wheel and axle)

shovel (lever)

bottom of ship (inclined plane)

bottle opener (lever)

jar lid (screw)

pliers (lever)

doorknob (wheel and axle)

ramp (inclined plane)

axe (wedge)

dump truck (inclined plane)

knife (wedge)

venetian blinds (pulley)

slide (inclined plane)

pocket watch (wheel and axle)

crowbar (lever)

fan blades (screw)

scissors (lever)

staircase (inclined plane)

broom (lever)

drill bit (screw)

nutcracker (lever)

ATTACHMENT #1

TELL WHAT SIMPLE MACHINES THESE ARE

conveyor belt ________________

flagpole ________________

ladder ________________

saw ________________

seesaw ________________

spiral staircase ________________

ski lift ________________

hammer ________________

fishing pole ________________

wheelbarrow ________________

nail ________________

bike ________________

shovel ________________

bottom of ship ________________

bottle opener ________________

jar lid ________________

pliers ________________

doorknob ________________

ramp ________________

axe ________________

dump truck ________________

knife ________________

venetian blinds ________________

slide ________________

pocket watch ________________

crowbar ________________

fan blades ________________

scissors ________________

staircase ________________

broom ________________

drill bit ________________

nutcracker ________________

ATTACHMENT #2

SIMPLE MACHINES

1. Inclined plane

   A simple machine consisting of a leaning surface along which objects may be pushed or pulled. (Dustpan; also ramps and curbs modified for wheelchair access)*

2. Lever

   A simple machine upon which an effort is applied to gain force, speed, or distance. (Scissors; also crowbar, can opener, pliers, seesaw)

3. Pulley

   A simple machine consisting of a grooved wheel over which a rope passes. (Traverse curtain rod; also ski lift, venetian blinds, building clothesline)

4. Screw

   A simple machine consisting of an inclined plane wrapped around a cylinder. (Corkscrew; also wood screws, drill bit, jar lid)

5. Wedge

   A simple machine that is thick at one end and sloping to a thin edge at the other. (Doorstop; also axe and saw)

6. Wheel and axle

   A simple machine consisting of a wheel or crank attached to an axle. (Eggbeater; also pull cart, wagon, bicycle)

From Science in Your Life and Science in Our World, by Herman and Nina Schneider (Heath, 1968); also, G. Mallinson et al., Science: Understanding Your Environment (Silver Burdett Elementary Science Program K-6, Silver Burdett Co., 1978).

*Do not put examples (in parentheses) on your chart. They are for your information in eliciting definitions from students.

MODEL CURRICULUM UNIT

SCIENCE: REPORTS ON FAMOUS SCIENTISTS

Overview

This activity is designed to point out that famous scientists can be of either sex; i.e., some scientists who have had major accomplishments have been women.

Materials needed

1. Pencils
2. Paper
3. Resource books (Who's Who, encyclopedias, etc.)
4. Overhead projector
5. Acetate
6. Grease pencil
7. Pens

Preparation

1. Reserve library reference area and ask librarian to gather materials and be available to the class during the activity.
2. Provide an overhead projector in the area.
3. Prepare transparency of scientists and their fields (Attachment #1).
4. The students should have been exposed to research and report writing.

Introduction

1. Ask the students to name some famous scientists.
2. When they have finished responding, project the transparency. Cover the names of the scientists, leaving only the fields to be seen. This is to be done for the following reasons:
    a. It prevents boys from picking a male name and girls from picking a female name.
    b. Some people mistakenly think that all the great scientists were men, and there is more impact on the students to realize that some of the names are female.

3. Say, "Here are specific fields in which some famous scientists have worked."

4. Have the students survey the list quietly for a few seconds and answer any queries about the areas, e.g., what does a geologist do?

Procedure

1. Students select a field from the list and write it at the top of their papers. (See possible problems.)

2. Uncover list of correlated names on transparency.

3. Students will write the correlated name under the science field chosen.

4. Explain the steps:

    a. "You will be writing reports on the scientists and fields you have chosen."

    b. "Your report should include when the scientists lived, their training, most notable achievements, and one or two facts you found to be interesting."

    c. "Use the resources in this room to get your information. The librarian and I will help you find some good resources."

    d. "Copy your facts on scrap paper first. Then write a first copy of your report in pencil. Check it over for correct and clear sentences. Then rewrite a final copy in pen and hand it in."

5. Have students start, and you and the librarian might circulate offering suggestions of resources for them to use.

Problems

1. Children may all want the same topic area. A solution might be to limit the number of students for each topic area. Start on one side of the room, having students volunteer, and continue in this manner until all areas have been filled.

2. Library may be limited in resources. After checking in advance, you might try the public library for more complete materials or bring encyclopedias to the library from elsewhere (other teachers' classrooms).

3. Depending on the group, more time may have to be spent on the actual mechanics of research and report writing.

Follow-up

Students who volunteer should present their reports (one per scientist) to the entire class. At the end of the presentations a short quiz should be given, asking the students to name three scientists. Quizzes should be checked to see if boys wrote the names of any women; if so, their consciousness was most likely raised.

In picking the volunteers, make sure that as equal a number of boys and girls as possible are chosen.

ATTACHMENT #1

SAMPLE TRANSPARENCY

Sir Isaac Newton	Physics
Rachel Carson	Biology
Dr. Elizabeth Blackwell	Medicine
Marie Curie	Chemistry
Louis Pasteur	Bacteriology
Benjamin Franklin	Electricity
George Washington Carver	Botany
Florence Bascom	Geology

MODEL CURRICULUM UNIT

SOCIAL STUDIES: CURRENT EVENTS CRITIQUES

Overview

This activity has been designed to promote equal status behavior by having students critique current events articles that stress the validity of men and women in cross-sex roles or of men and women working together in equal status positions.

Materials needed

1. Articles from newspapers or magazines (one for each student)
2. Composition paper
3. Pencils
4. Article on transparency film (teacher could choose a topic such as a female political leader, female sports event, etc.)
5. Grease pencil
6. Overhead projector
7. Newspapers
8. Tape or stapler
9. Package of 9" x 12" colored construction paper

Preparation

1. Cut out current events articles from newspapers. Teacher should look for those types of articles mentioned in procedure 9, below.
2. Put sample article on transparency film.
3. Students must already have learned about the layout of a newspaper.

Introduction

1. Teacher calls students to a large group area.
2. Show newspaper and ask questions, reviewing concepts previously learned:

"What different types of news articles do you find in a newspaper?"

"How could you find the TV section?"

"Where are the movies listed?"

"Name some sections within a newspaper."

3. Tell the students that they are going to learn how to critique or report on a newspaper article.

Procedure

1. Show transparency film with sample article and tell students the article is from a specific newspaper (teacher should mention from what particular newspaper it came).

2. Have students follow along as a volunteer reads the article aloud.

3. Write the following clue words on the bottom of the transparency, leaving approximately two inches between clue words. Clue words are Who? Where? When? How/Why?

4. Ask for a volunteer to state in a complete sentence to whom the article refers. As a volunteer responds, write the sentence after the clue word Who on the transparency.

5. Ask for other volunteers to state in complete sentences other appropriate responses for remaining clue words and write responses on the transparency after each appropriate clue word.

6. Tell the students they will each receive a current events article which they will critique like the one they just did together for the transparency.

7. Review steps to follow:

   a. Read the entire article.

   b. Get white composition paper.

   c. Write clue words; after each write the appropriate responses in complete sentences.

8. Tell the students to bring completed papers to the teacher for corrections. Then tell them, after corrections have been made, to mount their critiques on a 9" x 12" piece of colored construction paper.

9. Teacher hands out articles about women who are leaders, who are successful, who are working cooperatively on an equal status level with men (women chairpersons of the board, tennis players, congresswomen, etc.).

10. As students work on the task, the teacher should circulate around the room, giving assistance where needed.

11. Teacher corrects pupils' papers as they are completed.

12. Students share critiques aloud with the class and answer any questions others may have.

Problems

1. Students may not be able to comprehend information in article. Teacher should provide articles of varying reading levels (New York Times, Trenton Times, Trentonian [especially Mini Pages section for kids], Colonial News, and Scholastic News Magazines, which range from second to intermediate grades).

2. If the teacher cannot write the sample critique on the transparency with the sample article because of insufficient space, she or he may use the chalkboard or chart paper for the sample critique.

3. Students may have difficulty in composing complete sentences, especially with low-ability groups. The teacher might wish to give sentence starters for which the pupils fill in the blanks.

   This article is about (whom).

   This person (what he or she did).

   This happened in (place: city, state).

   This happened on (date, day).

   This happened because (why/how).

4. If students finish the task early, the teacher might ask those who finish to assist other students having difficulty.

5. If there is negative reaction to the topic of the article, the teacher can assure the students that the articles were passed out randomly and also tell them that next week they will have the opportunity to select their own articles on a particular topic.

6. Articles might promote stereotyping. Teachers should avoid using such articles. The teacher could accumulate articles that show females in traditionally male roles.

Evaluation

1. Teacher evaluates the quality of the completed critiques based on the subject matter.

WORKSHOP THREE: SEX-ROLE STEREOTYPING
SOCIAL STUDIES: CURRENT EVENTS, SHEET FOUR

2. Teacher could further evaluate other current events assignments in which students select their own articles. Teacher might take notice of the types of articles chosen by the boys and girls in the class and look for biased subject matter.

3. Teacher might repeat same activity if articles are heavily stereotyped.

WORKSHOP FOUR

HOW DO WE SEE CROSS-SEX INTERACTION?

SCHEDULE

This workshop consists of nine activities and requires approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
5 mins.	1. Reading book evaluation review
5 mins.	2. Model curriculum unit evaluation review
10 mins.	3. Teacher's research exercises: A review Part A: Partner choice exercise Part B: Classroom environment summary
35 mins.	4. What do you think about CROSS-SEX INTERACTION? Part A: Classroom CROSS-SEX INTERACTION environment summary Part B: Quiz: What do you think about CROSS-SEX INTERACTION?
5 mins.	5. What other teachers have said about CROSS-SEX INTERACTION
BREAK	BREAK
25 mins.	6. Workshop overview: CROSS-SEX INTERACTION
25 mins.	7. Reading and using the model curriculum units
5 mins.	8. Teacher's research exercises
5 mins.	9. Teacher's research materials Commitment page Teacher's research sheet References

MATERIALS AND EQUIPMENT

One only of the following for instructor's use:

- Grease pencil
- Overhead projector with extension cord
- Transparency One: Reading book evaluation summary (Activity One)
- Transparency Two: Model curriculum unit evaluation form (optional) (Activity Two)
- Transparency Three: Partner choice summary sheet (Activity Three, Part A)
- Transparency Four: Classroom environment summary sheet (Activity Three, Part B)

One for each participant:

- WORKSHOP FOUR schedule (hand out at beginning of session)
- What do you think about CROSS-SEX INTERACTION? (Activity Four)
- What other teachers have said about CROSS-SEX INTERACTION (Activity Five)
- Five CROSS-SEX INTERACTION model curriculum units (Activity Seven) (subject area is in parentheses):

  Rights of people (affective domain)
  Crazy animals (language arts)
  Roll to one hundred (mathematics)
  Making an animal chart (science)
  Colonial America (social studies)

- "Crazy animals" curriculum evaluation form (Activity Seven)
- Pictures of leadership in the classroom form (Activity Eight)
- CROSS-SEX INTERACTION commitment page (Activity Nine)
- Teacher's research sheet (Activity Nine)
- References (Activity Nine)

ACTIVITY ONE

READING BOOK EVALUATION REVIEW
5 minutes

What this activity is about

This first activity is a review of the reading book evaluation exercise from WORKSHOP THREE. Participants were asked to review the main textbooks used in their classrooms and to complete at least one evaluation sheet. The purpose of this evaluation was to look for differences in the ways men and women (boys and girls) are portrayed in these texts.

Materials needed

- Transparency One: Reading book evaluation sheet
- Grease pencil
- Overhead projector with extension cord

How to present this activity

DO:

You will need to tally the participants' evaluation sheet results onto the summary sheet (Transparency One). This can be done before the workshop, or you may ask for the participants' tallies and total them as you go. Also record a few story précis from the participants' exercises. If you wish, you can complete one summary sheet transparency according to the subject area (example: language arts, mathematics, social studies) of the textbooks evaluated. Show Transparency One. Briefly summarize the results and discuss the following questions.

1. WHAT WERE THE RESULTS OF YOUR EVALUATION?
2. WERE YOU SURPRISED BY THESE RESULTS?
3. WHAT DOES THIS MEAN ABOUT THE WAY THE WORLD IS PRESENTED IN THESE TEXTBOOKS TO YOUR STUDENTS?

We anticipate, based on research, that the participants will find more stories about men and boys than about women and girls (Question 3), and that they will find more illustrations in which male figures outnumber female figures than illustrations in which female figures outnumber male figures or than illustrations in which males and females are equally represented (Question 4). We also expect that the précis of the stories will show men and boys portrayed as active, independent, and competent, while women and girls will be portrayed as passive, dependent, and occasionally actually incompetent. Be sure to look for these differences as you conduct the discussion.

ACTIVITY TWO

MODEL CURRICULUM UNIT EVALUATION REVIEW

5 minutes

What this activity is about

Teachers were asked in WORKSHOP THREE to use in the classroom and then evaluate one of the eight model curriculum units. The purpose of this activity is to review this NON-SEX-ROLE STEREOTYPING exercise through a group discussion.

Materials needed

- Transparency Two: Model curriculum unit evaluation form (optional)

How to present this activity

DO:

> If you wish, use a transparency of the evaluation form. Conduct a discussion session utilizing the following questions.

1. WHAT LESSONS WERE USED?
2. DID YOU NEED TO MODIFY THESE ACTIVITIES?
3. DID STUDENTS NOTICE THE NON-SEX-ROLE STEREOTYPING THEME?
4. WHAT WAS STUDENT REACTION?
5. DID YOU MODIFY OR DEVELOP YOUR OWN LESSON PLANS TO REFLECT NON-SEX-ROLE STEREOTYPING? DOES ANYONE WISH TO SHARE A LESSON PLAN WITH THE GROUP?
6. DO YOU THINK THAT THE MODEL CURRICULUM LESSONS MEET THESE NON-SEX-ROLE STEREOTYPING GUIDELINES?
   a. DO THEY SHOW ACCOMPLISHMENTS OF BOTH MEN AND WOMEN?
   b. DO THEY PORTRAY MEN AND WOMEN IN A VARIETY OF WORK AND HOME ACTIVITIES?
   c. ARE THE SAME NUMBER OF MEN AND WOMEN PORTRAYED?
7. DID YOU NOTICE ANY CHANGE IN YOUR INSTRUCTIONAL STYLE AS A RESULT OF THE PRECEDING WORKSHOP?

ACTIVITY THREE

TEACHER'S RESEARCH EXERCISES: A REVIEW

10 minutes

What this activity is about

The purpose of this activity is (1) to reintroduce the notion of CROSS-SEX INTERACTION and (2) to relate it to what actually happens in the teachers' classrooms. This exercise is a review of two teacher's research evaluation exercises from the previous workshop session. Part A looks at the types of partners students chose for the math fractional word problems activity; Part B summarizes the classroom environment evaluation.

Based on research, we anticipate that teachers will see minimal boy-girl pairing either in their students' social or classroom task-related behaviors. When teachers become aware of this problem, they can then act on it.

Materials needed

- Transparency Three: Partner choice summary sheet for Part A
- Transparency Four: Classroom environment summary sheet for Part B
- Grease pencil
- Overhead projector
- Each teacher should have his or her partner choice summary sheet and classroom environment summary sheet from WORKSHOP THREE

PART A: TYPES OF PARTNERS CHOSEN FOR FRACTIONAL WORD PROBLEMS

How to present this activity

SAY: THIS ACTIVITY IS A REVIEW OF THE STUDENT PARTNER CHOICE IN-CLASS EXERCISE FROM THE PREVIOUS WORKSHOP. YOU ASKED YOUR STUDENTS TO CHOOSE A PARTNER TO WORK WITH ON MATH FRACTIONAL WORD PROBLEMS. THEN YOU RECORDED THE NUMBER OF BOY-BOY PARTNERS, GIRL-GIRL PARTNERS, AND BOY-GIRL PARTNERS ON THE SUMMARY SHEET. WE ARE NOW GOING TO TOTAL YOUR TALLIES.

DO:

At this time, ask each participant individually to tell you the number of each type of partnership (boy-boy, girl-girl, or boy-girl) that students in the class chose, as well as the total number of partners. Write these down on Transparency Three. Total each type separately. Compute the percentage for each type (divide the sum of each partnership-type column by the sum of the total column).

Following is an example of how this is computed.

PARTNER CHOICE SUMMARY SHEET EXAMPLE

Number of Each Partner Type

	Boy-Boy	Girl-Girl	Boy-Girl	Total
Teacher 1	7	6	1	14
2	8	7	0	15
3	6	4	3	13
4	4	8	2	14
5	5	6	0	11
TOTALS	30	31	6	67
	30÷67x100=	31÷67x100=	6÷67x100=	
COMPUTE PERCENTAGE	45%	46%	9%	100%

NEXT:

Complete and show Transparency Three. Discuss the results with the participants, covering the following questions.

1. WHAT ARE THE RESULTS OF THE PARTNER CHOICE EXERCISE?
2. WERE YOU SURPRISED BY THE RESULTS?
3. WHAT DOES THIS SAY ABOUT THE OCCURRENCE OF CROSS-SEX INTERACTION IN THE CLASSROOM?

☞ From research we expect to see few examples of boy-girl partnerships. Most partners will be boy-boy or girl-girl combinations. Do the teachers view this as a problem?

PART B: CLASSROOM ENVIRONMENT SUMMARY

How to present this activity

SAY: NOW WE ARE GOING TO LOOK AT SOME MODELS FOR BEHAVIOR FOUND IN MANY CLASSROOMS. ONE IMPORTANT TYPE OF MODEL IS THE ONE FOUND IN PICTURES. YOU WERE ASKED TO TALLY THREE DIFFERENT TYPES OF PICTURES ON DISPLAY IN YOUR CLASSROOM SHOWING:

1. BOYS WORKING WITH BOYS
2. GIRLS WORKING WITH GIRLS
3. BOYS AND GIRLS WORKING TOGETHER

DO:

> At this time, ask each participant individually to tell you the number of each type of picture (boys only, girls only, boys and girls) in his or her classroom, as well as the total number of pictures. Write these down on Transparency Four. Total each type separately. Compute a total percentage for each type (divide the sum of each picture type by the sum of the total column).

Following is an example of how this is computed.

CLASSROOM ENVIRONMENT SUMMARY SHEET EXAMPLE

Pictures of

		Boys	Girls	Boys and Girls	Total
Teacher	1	7	7	1	15
	2	8	4	0	12
	3	10	7	3	20
	4	8	6	2	16
	5	4	2	4	10
TOTALS		37	26	10	73
		37÷73x100=	26÷73x100=	10÷73x100=	
COMPUTE PERCENTAGE		51%	36%	13%	100%

NEXT:

Complete and show Transparency Four. Discuss the results with the participants, covering the following questions.

1. WHAT ARE THE RESULTS OF THE CLASSROOM ENVIRONMENT EXERCISE?
2. ARE THE RESULTS SURPRISING?
3. WHAT DOES THIS MEAN ABOUT HOW CROSS-SEX INTERACTION IS DEPICTED IN THE CLASSROOM?

From research we expect to see few examples of boy-girl pictures. Most pictures will be boy-boy or girl-girl. Do the participants view this as a problem?

ACTIVITY FOUR

WHAT DO YOU THINK ABOUT CROSS-SEX INTERACTION?
35 minutes

What this activity is about

This activity continues the review of CROSS-SEX INTERACTION begun in the previous exercise. This activity, however, concentrates on how participants feel about CROSS-SEX INTERACTION and how their attitudes affect what happens in their classrooms. In this way, they can develop group support for promoting boy-girl interaction in class. This activity consists of two parts. Part A is a review of the student CROSS-SEX INTERACTION exercise from WORKSHOP THREE (Activity Eight, Part 3). Part B is an evaluation exercise for participants to do during this workshop session.

PART A: CLASSROOM CROSS-SEX INTERACTION ENVIRONMENT SUMMARY (10 minutes)

Materials needed

- Each teacher should have the seating chart drawn for this assignment
- Discussion questions (optional handout)

How to present this activity

DO:

> The purpose of this activity is for the participants to compare the seating arrangements in their classes. Have them break into four- or five-person groups so they can pass their seating charts around and look at them. Have them discuss the following questions (written on the blackboard or, perhaps, as a handout).

1. IS THERE SEX SEGREGATION IN YOUR CLASS?
2. IS THERE RACIAL SEGREGATION IN YOUR CLASS?
3. IS THERE CROSS-SEX INTERACTION IN YOUR CLASS?
4. IS THERE CROSS-RACIAL INTERACTION IN YOUR CLASS?
5. DO YOU USE ASSIGNED SEATS AS A CLASSROOM MANAGEMENT TECHNIQUE? FOR EXAMPLE, WOULD YOU SEAT A BOY AT A TABLE OF GIRLS TO KEEP HIM FROM TALKING? WHAT MIGHT YOU BE TELLING THE STUDENTS BY THIS PRACTICE?

PART B: QUIZ: WHAT DO YOU THINK ABOUT CROSS-SEX INTERACTION (25 minutes)

Materials needed

- One copy of the "What do you think about CROSS-SEX INTERACTION?" quiz for each participant

What this activity is about

The purpose of this activity is to enable participants to examine some of their beliefs about CROSS-SEX INTERACTION. The quiz is an evaluative tool and may be used to stimulate discussion. Participants should remain in the small groups they are now in.

How to present this activity

DO: Distribute quiz to workshop participants.

SAY: THIS IS A SHORT QUIZ FOR YOU TO COMPLETE. THE PURPOSE OF THIS EXERCISE IS TO EXAMINE SOME OF YOUR BELIEFS ABOUT BOYS AND GIRLS WORKING AND PLAYING TOGETHER. YOU WILL HAVE TEN MINUTES TO DO THIS.

NEXT: After the participants have finished the quiz, have them discuss the quiz questions in the small groups. Allow 15 minutes for these discussions.

ACTIVITY FIVE

WHAT OTHER TEACHERS HAVE SAID ABOUT CROSS-SEX INTERACTION
5 minutes

What this activity is about

After the discussion and before the break, pass out copies of the "What other teachers have said about CROSS-SEX INTERACTION" sheets to each participant. Since many teachers feel uncomfortable about the idea of boys and girls working and playing together, we feel it is appropriate to include statements from the teachers who helped develop the workshops and the model curriculum units. These teachers tried out all the model curriculum units in their classrooms and wrote up their reactions to this innovation.

Materials needed

- A copy of "What other teachers have said about CROSS-SEX INTERACTION" for each participant

How to present this activity

DO:

> Pass out copies to each participant. Allow a few minutes for participants to read over what other teachers have said. If you like, you may ask for reactions.

If time allows, a break is recommended here. Give the participants a chance to get a cup of coffee or just to stretch their legs.

ACTIVITY SIX

WORKSHOP OVERVIEW: CROSS-SEX INTERACTION

25 minutes

What this activity is about

This presentation gives more information about CROSS-SEX INTERACTION.

How to present this activity

SAY: THIS ACTIVITY DEALS SPECIFICALLY WITH INFORMATION ABOUT THE PROBLEM OF CROSS-SEX INTERACTION AND WHAT CAN BE DONE TO REDUCE THE PROBLEM. AS YOU LISTEN, TRY TO RELATE WHAT I SAY TO WHAT ACTUALLY HAPPENS IN YOUR CLASSROOM.

IN LOOKING AT SCHOOL CLASSROOMS, PLAYGROUNDS, AND LUNCHROOMS, WE SEE GROUPS OF BOYS PLAYING WITH OTHER BOYS AND GROUPS OF GIRLS PLAYING WITH OTHER GIRLS. WE DO NOT SEE GROUPS OF BOYS AND GIRLS PLAYING TOGETHER. THAT IS, WE DO NOT SEE WHAT RESEARCHERS CALL "CROSS-SEX INTERACTION."

THE PURPOSE OF THIS PRESENTATION IS TO SHOW YOU HOW, WITH SIMPLE CLASSROOM MANAGEMENT TECHNIQUES, YOU CAN INCREASE CROSS-SEX INTERACTION IN YOUR CLASSROOM.

INTERACTION IS DEFINED IN THE DICTIONARY AS "MUTUAL OR RECIPROCAL ACTION OR INFLUENCE." CROSS-SEX INTERACTION IS, THEREFORE, MUTUAL OR RECIPROCAL ACTION OR INFLUENCE AMONG MALES AND FEMALES, AMONG BOYS AND GIRLS, AMONG MEN AND WOMEN.

IS THERE MUTUAL OR RECIPROCAL ACTION OR INFLUENCE AMONG BOYS AND GIRLS IN SCHOOL CLASSROOMS? IN A 1976 STUDY INVOLVING FOURTH AND FIFTH GRADERS IN A SUBURBAN SCHOOL DISTRICT, LITTLE CROSS-SEX INTERACTION WAS REPORTED BY THE CHILDREN THEMSELVES. WHEN 878 STUDENTS WERE ASKED ABOUT SCHOOL ACTIVITIES AND FRIENDSHIPS, MOST CHILDREN DID NOT MENTION A CROSS-SEX PERSON AS ONE OF THREE CLASSMATES TO WORK WITH ON A CLASS PROJECT. INSTEAD, BOYS TENDED TO MENTION BOYS, GIRLS TO MENTION GIRLS.

OVER HALF OF THE CHILDREN HAD NEVER WORKED ON A SCHOOL ACTIVITY WITH A CROSS-SEX PARTNER. MANY BOYS HAD NEVER WORKED WITH A GIRL AS A PARTNER IN CLASS ACTIVITIES AND MANY GIRLS HAD NEVER WORKED WITH A BOY AS A PARTNER. IN ADDITION, MOST OF THE CHILDREN DID NOT INCLUDE OTHER-SEX CHILDREN AS AMONG THEIR THREE BEST FRIENDS. BOYS CHOSE BOYS AS FRIENDS; GIRLS CHOSE GIRLS.

IS CROSS-SEX INTERACTION IMPORTANT? WHY IS IT IMPORTANT? WE FIND THAT GIRLS AND BOYS WHO HAVE REGULARLY INTERACTED WITH EACH OTHER ARE, ON THE AVERAGE, LIKELY TO HAVE MORE FLEXIBLE ATTITUDES REGARDING WORK AND FAMILY ROLES--A NECESSARY CONDITION IN THESE TIMES OF CHANGING WORK PATTERNS.

THERE ARE THREE GOALS IN INCREASING CROSS-SEX INTERACTION IN THE CLASSROOM.

FIRST, THERE SHOULD BE A BALANCE IN THE NUMBER OF BOYS AND GIRLS IN ALL GROUPS.

SECOND, INTERACTION AMONG GROUP MEMBERS AND, THEREFORE, BETWEEN BOYS AND GIRLS SHOULD BE CENTRAL TO THE GROUP ACTIVITY.

THIRD, CROSS-SEX INTERACTION SHOULD BE MAINTAINED AS A NORM FOR CLASSROOM ACTIVITIES.

HOW CAN YOU AS A TEACHER INITIATE AND INCREASE CROSS-SEX INTERACTION AMONG YOUR STUDENTS? HERE ARE EIGHT GUIDELINES WHICH MAY BE HELPFUL. THEY RELATE TO GROUP ASSIGNMENT, GROUP SIZE, ENCOURAGEMENT OF PARTICIPATION, AND CLASS ACTIVITIES.

TO PROMOTE CROSS-SEX INTERACTION, YOU SHOULD ASSIGN STUDENTS TO GROUPS, SINCE UNASSIGNED STUDENTS WILL GENERALLY CHOOSE TO WORK IN LIKE-SEX GROUPS. TO AVOID PROTEST, ASSIGN GROUPS QUICKLY. IF YOU DO WANT STUDENTS TO CHOOSE GROUPS, MAKE THE GROUND RULES FOR SELECTION VERY CLEAR.

FOR RANDOM GROUPING, USE SELECTION CRITERIA UNRELATED TO THE SEX OF THE STUDENTS. SOME SUGGESTIONS ARE TO USE COLOR OF CLOTHING OR COLOR OF SLIPS OF PAPER DRAWN FROM A HAT.

START BY ASSIGNING STUDENTS TO CROSS-SEX GROUPS RATHER THAN TO PARTNERS. INITIALLY, STUDENTS MAY BE UNCOMFORTABLE WITH ONE-GIRL, ONE-BOY GROUPS. LATER, WHEN STUDENTS ARE FAMILIAR WITH CROSS-SEX GROUPS, YOU MAY WANT TO ASSIGN PARTNERS.

KEEP THE GROUPS SMALL SO THAT LIKE-SEX SUBGROUPS CANNOT FORM.

TREAT CROSS-SEX GROUPING AS NATURAL. AVOID EXPLANATIONS OR JUSTIFICATIONS FOR GROUPS.

ENCOURAGE STUDENT PARTICIPATION IN ASSIGNED GROUPS, RATHER THAN CHANGE GROUPS WHEN STUDENTS EXPRESS UNCERTAINTY OR PROTEST CROSS-SEX GROUPING.

USE INSTRUCTIONAL ACTIVITIES CALLING FOR CROSS-SEX INTERACTION.

FINALLY, ESTABLISH CROSS-SEX INTERACTION AS A CLASSROOM NORM AND EMPLOY CROSS-SEX GROUPING DAILY FOR A RANGE OF CLASSROOM ACTIVITIES.

WHY IS THERE SEX SEGREGATION IN THE CLASSROOM? HOW CAN YOU AS A TEACHER PROMOTE CROSS-SEX INTERACTION? IN THIS PRESENTATION, WE HAVE EMPHASIZED THE IMPORTANCE OF CROSS-SEX INTERACTION AND OFFERED GUIDELINES FOR INITIATING AND INCREASING CROSS-SEX INTERACTION DURING CLASS ACTIVITIES. LET'S BRIEFLY REVIEW THE GOALS.

THERE SHOULD BE A BALANCE IN THE NUMBER OF BOYS AND GIRLS IN ALL GROUPS.

INTERACTION AMONG GROUP MEMBERS AND, THEREFORE, BETWEEN BOYS AND GIRLS SHOULD BE CENTRAL TO THE GROUP ACTIVITY.

CROSS-SEX INTERACTION SHOULD BE MAINTAINED AS A NORM FOR CLASSROOM ACTIVITIES.

ACTIVITY SEVEN

READING AND USING THE MODEL CURRICULUM UNITS

25 minutes

What this activity is about

As in the previous workshop, we are again asking you to give the workshop participants model curriculum units to read and try out in their classrooms. The model units that are provided may be used as is or modified to meet the classroom needs of the participants.

☞ What is really important here, however, is that the participants get the ideas behind these units. You may wish to review certain points with the participants. Stress the following:

1. The activity must require the students to work together cooperatively.
2. The teacher should not call attention to the fact that the students are being grouped in mixed-sex groups.
3. The teacher must assign the children into groups.

Teachers may be reluctant to group children into cross-sex groups because they fear the children's reactions. By now, participants should be aware that children will not group themselves in boy-girl pairs or groups on their own (WORKSHOP THREE, Activity Eight, Part 1). The purpose of these curriculum units is to change children's behavior in this regard.

Materials needed

- One copy of the following five CROSS-SEX INTERACTION model curriculum units for each participant (subject area is in parentheses):

  Rights of people (affective domain)
  Crazy animals (language arts)
  Role to one hundred (mathematics)
  Making an animal chart (science)
  Colonial America (social studies)

- One copy of the "Crazy Animals" curriculum evaluation form for each participant

How to present this activity

DO:

Distribute the five model curriculum units to the workshop participants. Instruct the group to read through the units, keeping the following questions in mind.

1. WHAT PATTERNS EMERGE IN THE MODEL CURRICULUM UNITS?
2. WHAT GENERAL PRINCIPLES OR GUIDELINES CAN YOU SEE REGARDING CROSS-SEX INTERACTION CURRICULAR MATERIALS?

NEXT:

When participants have read the curriculum units, discuss these questions as a group. Be sure to stress the ideas behind these model units, as discussed above.

THEN:

Make sure that all participants have copies of the "Crazy Animals" model curriculum unit. Pass out the "Crazy Animals" curriculum evaluation form. Instruct the workshop participants to conduct this activity in their classrooms, complete the evaluation forms, and bring them along to WORKSHOP FIVE. Students enjoy this lesson and it provides an opportunity for participants to experience a CROSS-SEX INTERACTION activity in their classrooms.

ACTIVITY EIGHT

TEACHER'S RESEARCH EXERCISES

5 minutes

What this activity is about

This activity introduces the concept of leadership as children see it in the classroom. Research shows that classrooms seldom contain pictorial material in which women are shown as leaders of men or of any people other than children. Even in areas in which women have been leaders, their accomplishments seldom gain recognition in elementary classroom settings. This failure to portray women as leaders may make children feel that women leaders are "unnatural" and may make them criticize girls with leadership skills. The purpose of this activity is to make teachers aware of the lack of female leaders portrayed in the classroom for girls to emulate and for boys to admire.

Materials needed

- One copy of the pictures of leadership in the classroom form for each participant

How to present this activity

DO:

> Distribute the pictures of leadership in the classroom form.

SAY: THIS IS A CLASSROOM ENVIRONMENT RESEARCH EXERCISE. THE PURPOSE OF THIS EXERCISE IS FOR YOU TO OBSERVE SYSTEMATICALLY WHAT MODELS FOR LEADERSHIP APPEAR IN YOUR CLASSROOMS AND TO DETERMINE FIRST, WHETHER BOYS HAVE MORE MEN MODELS THAN GIRLS HAVE WOMEN MODELS, AND SECOND, WHETHER MALE LEADERS/SUPERVISORS LEAD BOTH MEN AND WOMEN, WHILE FEMALE LEADERS/SUPERVISORS LEAD ONLY WOMEN. THIS ACTIVITY SHOULD TAKE ONLY A FEW MINUTES IN YOUR CLASSROOM.

ACTIVITY NINE

TEACHER'S RESEARCH MATERIALS

5 minutes

What this activity is about

You are asked to distribute the CROSS-SEX INTERACTION commitment page, the teacher's research sheet describing activities the workshop participants are asked to complete in their classrooms and bring to WORKSHOP FIVE, and a references sheet. The references sheet provides additional information on the workshop topic.

As in WORKSHOP THREE, the commitment page is an evaluation and feedback tool for the use of the workshop participant. It is a means for teachers to think about:

1. Changing their behavior as a result of their work in the C-A-R-E workshops
2. The desired direction and mechanisms for behavior change in the classroom
3. Their own goals and daily classroom practices for promoting CROSS-SEX INTERACTION
4. Whether teachers have accomplished what they originally intended to do

Materials needed

- CROSS-SEX INTERACTION commitment page for each participant
- Teacher's research sheet for each participant
- References sheet for each participant

How to present this activity

DO:

> Pass out Activity Nine materials. Be sure to give participants a few minutes to fill out the commitment page and review the research sheet.

WORKSHOP FOUR

MATERIALS FOR INSTRUCTOR

(TRANSPARENCIES)

TRANSPARENCY ONE

READING BOOK EVALUATION SUMMARY

Textbook subject area ______________________________

Number of stories evaluated ______________________________

1. Number of stories in which main character is:

   _______Male _______Female _______Other

2. Number of illustrations in which:

   _______ M > F _______ M = F _______ F > M

3. Story titles and précis:

   Story 1 ______________________________

   ____

   ____

   Story 2 ______________________________

   ____

   ____

   Story 3 ______________________________

   ____

   ____

   Story 4 ______________________________

   ____

   ____

   Story 5 ______________________________

   ____

   ____

TRANSPARENCY TWO

MODEL CURRICULUM UNIT EVALUATION FORM

Curriculum activity ____

1. Did you need to modify this activity?

   _______Yes

   _______No

2. Did students notice the NON-SEX-ROLE STEREOTYPING theme?

   _______Yes

   _______No

3. If yes, what were the students' reactions?

   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____

TRANSPARENCY THREE

PARTNER CHOICE SUMMARY SHEET

	Number of Each Partnership Type			
	Boy-Boy	Girl-Girl	Boy-Girl	Total
Teacher 1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
TOTALS				
COMPUTE PERCENTAGE				

TRANSPARENCY FOUR

CLASSROOM ENVIRONMENT SUMMARY SHEET

	Pictures of			
	Boys Only	Girls Only	Boys and Girls	Total
Teacher 1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
TOTALS				
COMPUTE PERCENTAGE				

WORKSHOP FOUR

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

HOW DO WE SEE CROSS-SEX INTERACTION?

SCHEDULE

This workshop consists of nine activities and requires approximately two hours to conduct. A break is recommended between Activities Five and Six.

Time Required	Workshop Activity
5 mins.	1. Reading book evaluation review
5 mins.	2. Model curriculum unit evaluation review
10 mins.	3. Teacher's research exercises: A review Part A: Partner choice exercise Part B: Classroom environment summary
35 mins.	4. What do you think about CROSS-SEX INTERACTION? Part A: Classroom CROSS-SEX INTERACTION environment summary Part B: Quiz: What do you think about CROSS-SEX INTERACTION?
5 mins.	5. What other teachers have said about CROSS-SEX INTERACTION
BREAK	BREAK
25 mins.	6. Workshop overview: CROSS-SEX INTERACTION
25 mins.	7. Reading and using the model curriculum units
5 mins.	8. Teacher's research exercises
5 mins.	9. Teacher's research materials Commitment page Teacher's research sheet References

ACTIVITY FOUR

QUIZ: WHAT DO YOU THINK ABOUT CROSS-SEX INTERACTION?

What you as a teacher really think and feel about the idea of CROSS-SEX INTERACTION may be reflected in the way you conduct your classes. Here are some questions (and a few true anecdotes) for you to consider and answer.

1. Are girls and boys more alike than different, or more different than alike? That is, for this age group, do you think your students share common interests, toys, goals, abilities? How are they alike or different?

2. How do you think boys and girls in the fourth and fifth grades feel about working and playing in cross-sex pairs or groupings?

In a hallway of a large elementary school, a boy complains to the principal about some classmates, and concludes by saying, "I hate girls." The principal smiles and pats him on the head while saying, "That's all right. In a few more years you'll understand about girls, and then you'll like them."

A 1977 survey of 906 fourth- and fifth-grade children found that fewer than one-fourth of the children included a child of the other sex among their three best friends (Lockheed, 1977).

3. What kinds of clubs (if any) should have both boys and girls as members?

4. Are there clubs that shouldn't have both boys and girls as members? If yes, why?

____

____

____

____

5. If you walked into a classroom and saw a boy and a girl working together at a desk, what would you think (check one)?

______ The teacher assigned them to work together on a class lesson.

______ They are girl friend and boyfriend.

______ They are friends and decided to work together on an assignment.

______ Other ______________________________

6. What do you think other students might think of the above situation?

____

____

____

____

7. How often do you assign a boy and a girl to work together on a class project? Are there times when you avoid doing this? If yes, why?

____

____

____

____

8. How often do you divide your class into a boys' group and a girls' group to go somewhere or do something (for example, a girls' line and a boys' line)?

9. What happens in your classroom when you ask your students to form groups? Do they separate into girls' groups and boys' groups?

A teacher asks a class to group themselves for a lesson. The class forms four groups: two groups of boys and two groups of girls.

In the 1977 study mentioned on page 237, over 70 percent of the children surveyed would not choose to work in a group made up of both boys and girls.*

10. What would you think if you walked into a classroom and saw two girls and a boy seated together at a table?

---

*In the same study, 40 percent of the boys and 30 percent of the girls reported that their parents wanted them to have friends only of their own sex.

WORKSHOP FOUR: CROSS-SEX INTERACTION
ACTIVITY FOUR, WHAT DO YOU THINK? SHEET FOUR

11. What do you think other students would think about this situation?

____

____

____

____

In a fifth-grade class, two girls and a boy are seated together at a table. The mother of the boy happens to come into the classroom and notices where her son is seated. She immediately goes over to the teacher and asks, "Has Jimmy done something wrong? Why isn't he sitting with the other boys? Is he being punished?"

12. What would you think of a little girl who usually plays with the boys during playground recess?

____

____

____

____

13. What would you think of a little boy who usually plays with the girls during playground recess?

____

____

____

____

14. What do you think of sex-integrated physical education courses for your students?

15. What do you think about sex-integrated team sports for your students?

Students in the 1977 study were also asked, "Should boys and girls play the following sports together?" Below are the percentages of students responding yes to the various sports.

BASEBALL	Boys	44%
	Girls	73%
BASKETBALL	Boys	40%
	Girls	65%
FOOTBALL	Boys	13%
	Girls	35%
GYMNASTICS	Boys	63%
	Girls	61%
ICE HOCKEY	Boys	13%
	Girls	35%
SOCCER	Boys	41%
	Girls	69%
TENNIS	Boys	82%
	Girls	82%

16. Are you surprised that most girls think they should play these sports with boys?

17. Is there a big difference between the boys' attitudes and the girls' attitudes?

18. Do you think that the boys' attitudes constitute a problem?

19. Think about the principal, the teacher, and the parent who were described in the anecdotes above. What attitudes toward CROSS-SEX INTERACTION did these adults express? What do these attitudes tell the children?

ACTIVITY FIVE

WHAT OTHER TEACHERS HAVE SAID ABOUT CROSS-SEX INTERACTION

The teacher who presents activities in which the children must work with cross-sex partners is giving the child the opportunity to see above and beyond sex-stereotyped roles. The child is given the opportunity to relate to others as individuals and eventually to respect others as such. As long as children are allowed to stay apart from one another and remain with their own-sex partners is as long as they will continue to see other-sex partners as being different. They will continue to judge not on individual characteristics, but on sex-stereotyping characteristics.

S. K.
Grade 3

It is important to integrate cross-sex interaction procedures into the regular day-to-day classroom activities because children infrequently choose to work in cross-sex settings or have cross-sex friends, and they do not realize the beneficial aspects each can offer the other.

P. M.
Grades 4-5
Team Teacher

Cross-sex interaction is another essential technique that should be developed in every teacher's curriculum. This promotes a healthy social atmosphere for the students, and lets the other sex know that both sexes are capable of doing the same task.

The more interaction the sexes have academically, the less they rely on members of their own sex always to be their partners. They learn to respect each others' capabilities and feel more confident and relieved to ask assistance from the other sex.

B. B.
Grades 4-5

WORKSHOP FOUR: CROSS-SEX INTERACTION
ACTIVITY FIVE, WHAT OTHER TEACHERS SAID, SHEET TWO

In today's world, children are faced with a bombardment from the home and the media. This bombardment consists in telling members of one sex that they should like "action toys" and of the other sex that they should like "baby toys." This type of bombardment is just one facet of children's daily lives. They need to be bombarded with another facet, that is, that all children like and dislike different things, not by sex, but by personal preference.

Due to the unjust bombardment from the media and home environment, the school seems to be obligated to provide the reaction to that bombardment. The teachers within the school should see that all children get the amount of cross-sex interaction they need.

Cross-sex interaction is an important part of the daily routine in a classroom because it provides what, in many cases, is the only close-up view of the other sex in the same age bracket. Boys get to see girls and their interests and girls get to see boys. This is very important to the growth of all children.

As a teacher, I find that a lot of maturing takes place when the groups are mixed by sex. It seems to bring a seriousness to the task that may have been lacking.

Cross-sex interaction can show boys that many girls do enjoy active recreation and toys and it can show girls that boys can enjoy peaceful and calm moments and toys in their lives.

If teachers would institute programs in their curricula with cross-sex interaction, then more children would see that each sex has similarities and differences based on personal rather than sexual choice.

As one child said to me when taking the private Educational Testing Service survey, "I sure hope that my parents don't read this." He probably said things in there that were not "boy-like." He was probably expressing his true feelings and they conflicted with his parents' opinions.

If teachers could use cross-sex interaction in their daily curricula, many children would have the opportunity to get a close-up view of the other sex and have a chance to decide for themselves whether they want to be friends or not.

There are still many classrooms where the children line up by sex, go out to play by sex, sit sex by sex, and put on special productions by sex. This has to stop if we are to have an equal world when these children grow up. Now they are learning how to do things and they are learning about things. Isn't it time they were given the freedom to choose their own friends by personal choice rather than by sex?

J. W.
Grades 4-5

As children approach the age of nine, there seems to be a tendency for them to group together by sex. Earlier in childhood, playmates are generally selected by proximity without regard to sex. By fourth grade, single-sex grouping begins to pervade all self-selected activities. Children sit with members of the same sex, choose same-sex playmates and friends, and work with children of the same sex. As this continues, differences in personality, preferred activities, and perceived roles become more and more stereotyped. Differences are created and heightened, while common interests are ignored or pursued separately. Carried to extremes, boys and girls begin to think of each other as alien beings, rivals, or, a little later, sexual objects.

Many adult men and women are unable to form and maintain friendships with the other sex that are not based upon sexual attraction. They are simply not accustomed to working and playing together as human beings who happen to have common interests, work situations, or just friendly feelings for each other. Not mixing as children strengthened "female" interests such as clothes, children, and housework and "male" interests such as sports, cars, and politics. Stereotypes based on sex are perpetuated and continue to provide an erroneous example to children who are on the eve of sexual awareness.

In the classroom, we can intervene to try to break this pattern by creating situations that force children to work and play in mixed-sex groups or pairs. Regular curriculum activities provide a framework to highlight similarities in interests and abilities and minimize competition between the sexes. It is important to structure these cross-sex pairings or groups in a way that will encourage cooperation and sharing. These experiences should start in kindergarten, so that boys and girls are used to working together before they begin to form exclusive same-sex groups.

As adults, children who have learned to be at ease with members of the other sex will be able to form more comfortable relationships at work and socially. They will tend to treat one another as human beings rather than as strangers with predictable sex-stereotyped behaviors. A different example will then be set for their children, who will be brought up in an atmosphere of mutual respect between men and women.

J. T.
Grades 4-5
Team Teacher

As a member of the workshop team dealing with female roles in the classroom and participating in the Educational Testing Service Workshop, I feel that cross-sex interaction should be incorporated as a procedure within the regular day-to-day classroom curriculum activities. Since in the future our society will demand that men and women work together side by side in all aspects of life and business, we must incorporate into our classroom curriculum activities that promote cross-sex interaction.

The well-known story is that God created man in His image and He later created woman from man's rib. Obviously women are a "cheaper cut" is the viewpoint of past decades, summed up for us by Archie Bunker. Women of today must not accept this viewpoint as valid. As more women are better educated and qualified for just as many jobs as their male counterparts, men and women are forced to work with each other on a professional basis. To get accustomed to this type of relationship, children must start mixed-sex interaction when they are young and are the most impressionable.

It is known through professional experiments and experiments I have done in my classroom that the males take the traditional male roles in the group, such as forcing their ideas to be the ones used, while the females take the traditionally feminine roles of taking notes and making the final presentation neat and acceptable to the teacher.

Society has already taken a step in the right direction by creating laws that force Little League baseball into a position in which girls cannot be discriminated against by not being allowed to play the game. This gives girls a chance to show their competency in a sport in which boys were thought to be the only ones who could excel. This fosters cooperation and respect on both sides. Respect and cooperation are the main objectives of cross-sex interaction. It should be pointed out through the use of books, television, and any other medium that women are just as capable of doing any job as men. Whenever you come across a woman in a traditionally male occupation, that information should be brought to the attention of your students.

A book about famous women can be a large help in the classroom in depicting women in competent and cooperative roles. Reports for language arts or reading can be centered around these books while at the same time fostering respect and admiration for women's accomplishments.

Current events may bring an air of immediacy to the classroom when they are about women who have accomplished feats in a "man's world." Female jockeys and racecar drivers come to mind as good examples of current events that can be brought to the attention of the children in your classroom.

We must remember not to belittle those women who are not excelling in a man's world. We must point out that this was their choice and that is to be respected. The opportunity to excel at anything of your choosing is what should be emphasized.

We do not want to produce a world of Archie and Edith Bunkers. For example, Archie put in the name of a female friend of Edith for a job where he worked. He assumed she would get a clerical job. But to his surprise, she was hired to work on the loading dock. Archie could not accept this. We want to produce men and women who can accept this kind of situation and work together as equals.

P. S.
Grade 5

Re: Importance of integrating cross-sex interaction into classroom curriculum activities

Within the regular day-to-day classroom curriculum activities it is important to integrate cross-sex interaction because:

1. Males and females have a tendency to sit near their own sex. Teacher-directed seating and grouping can overcome this problem. This procedure will not make some of the children all that happy, but with some well-planned, teacher-directed activities to start with, the situation should improve. Some well-thought-out "child planning" groups, no matter what discipline, will cause cross-sex interaction. Guidelines for equal participation should be a must to start with.
2. Female-male pairing rarely happens. However, cross-sex pair interaction can make for a close, meaningful experience if, at first and as long as is necessary, guidelines are strictly set up; e.g., during the first activity, the male will do the recording (secretarial duties) and the female will dictate the research material. The teacher would have to give direction to the pair(s) until he or she saw and heard that the pair(s) is cooperating; is sharing tasks, but not in typically sexist ways; and both persons in the pair(s) are taking the responsibility equally for decision making.

3. Children are basically person-oriented as opposed to task-oriented. Therefore, by cross-sex grouping or pairing, you can emphasize the importance of the task and cleverly deemphasize partner awareness. While doing a task-oriented activity with the deemphasis mentioned, most children will eventually forget with whom they are working and next time this setup will be less painful and more natural; e.g., they will work with, cooperate with, respond to, be responsible to, make decisions with, and critique results with another person, not another female or male person.

M. P.
Grade 4

I feel that an important part of the school curriculum should be the integration of cross-sex activities, projects, and lessons into all school situations. One main reason for this is because students should learn how to work with all types of people at any time. And both boys and girls should learn how to cooperate and work with one another.

In today's society, more and more females are going into the working world. If students don't learn at a very early age that women are equal, they may possibly have problems later on in life. Also, if ideas change among youngsters, women will have an easier time getting jobs and equal pay for equal work.

If children share tasks, ideas, and projects together, they will learn how to cooperate with each other. There are enough problems with prejudices among races and religions as is, and maybe there will be a lessening of some of the male-female prejudices if students learn early in life that the differences among men and women are in appearance only and not in what they are capable of doing.

One of the ways for the teachers in school systems across the country to help relieve some problems between males and females is to set up situations in which both male and female students work together in all different kinds of situations. For instance, one of the best learning situations to set up would be a problem-solving type of situation in which children have to think. Brainstorming by students (both male and female) will show all the students working on the problem-solving project that they will probably come up with many similar ideas and that the males' ideas will probably not be that much different from the females' ideas. And, too, the males may realize that females have some good ideas also, and are not just "dumb girls"; they may (and will) have many good, useful, and workable ideas.

Another good type of learning situation would be to set up a project in which both girls and boys work on something that involves "hands-on" tasks. These hands-on tasks should include such things that would normally be thought of as "male-oriented" tasks, for example, sawing, hammering, and woodworking. Too, they should include things that are normally considered "female-oriented" tasks so that both the males and females could get involved with that part of the project, for instance, sewing and cooking. The teacher, however, should make sure that not just the males are doing the male-oriented tasks and not just the females are doing the female-oriented tasks. The students should share these jobs equally, and also help one another with their tasks if necessary. If the students don't cooperate with each other, the teacher should step in to point out that anyone can do any job. Once the project is completed, the students (both male and female) will have a great feeling of accomplishment and a good feeling for their group. I know this from a firsthand experience. People will pull together when given a task to complete, a common cause, and this will happen with the students if an opportunity is presented to them in which they can work together.

Students will realize that no matter what you are (male or female), you can do a good job on the task you are given, and that it is not so bad working with a girl; also, that it is not so bad that in some situations one person or another may know more than you do, and you may have to learn from that person (of either sex) in order to get the job done.

Students will benefit greatly, in all walks of life, if they learn early how to work with one another.

D. H.
Grades 4-5
Team Teacher

Since I have been involved in the Equal Status Behavior Workshop, I have become very conscientious in attempting to avoid sex bias in my teaching. I feel the self-analysis I did of my teaching, the observations and critiques done by Educational Testing Service members, and the kinds of activities we were encouraged to incorporate into the curriculum were most responsible for my awareness of sex discrimination in education.

It seems quite normal for me now to have work groups set up in cross-sex style within the classroom, particularly since my grouping style is by learning ability and my class is a low-ability group. Yet why don't the children make their own cross-sex groups when playing a game or doing any independent activity?

Statistics show that less than one-fourth of the boys and girls tested in our schools have cross-sex "best friends," they rarely have other-sex playmates at home, and they would not choose a cross-sex partner for a work project.

In the primary grades there is little conflict with cross-sex interaction because there is neither social stigma nor peer pressure attached. By fourth and fifth grades, however, today's youngsters have begun to feel these pressures, and would not readily admit their cross-sex choice with or without their names on a questionnaire. They rarely choose their partners by ability--either scholastic or physical--but rather by social prominence.

As teachers we must be aware of the children's feelings, but we must work to abolish the pressures and stigmas. If we make every situation a comfortable cross-sex interaction situation, the feelings the younger children have would continue to flow upward in the grades. If all interactions were cross-sexed--not forced, but natural--then it could not possibly occur to the children to be any other way.

Of course, the percentage of time a child spends with teachers is quite small in comparison to the home influence, but equal status is appearing on all levels. If we promote cross-sex interaction now with nine- and ten-year-olds and try to assure its continuance, in fifteen to twenty years these children will be passing it on to their own children. It may seem a long wait; however, the social structure needing to be changed has been in effect for centuries. We can do little else but spread the word, continue the natural flow, and be patient.

P. M.
Grades 4-5
Team Teacher

The training materials of sex education will surely open the eyes of many more educators. I am an advocate of the activities focusing on avoiding sex stereotyping and those encouraging cross-sex interaction. I strongly believe female leadership can be encouraged and developed through cross-sex interaction. Female competence can evolve from many classroom activities in which males and females play equal roles.

Throughout the school year I made an effort to include many cross-sex activities in my teaching. I devised lessons that were always pertinent and exciting to the children. Therefore, the willingness and enthusiasm was present whenever they were asked to work with cross-sex groups or partners. Attitudes were improved, cross-sex friendships developed, males and females arose as competent leaders, and the students and I totally enjoyed ourselves.

L. M.
Grade 4

Cross-sex interaction in the classroom soon promotes a healthy atmosphere. It allows the children to see what each other can and cannot do on an equal basis. The teacher should closely monitor cross-sex activities to be sure one sex doesn't overpower the other, in the same way as a teacher wouldn't allow a more aggressive child to take something from a less aggressive child.

M. H.
Grade 4

ACTIVITY SEVEN

"CRAZY ANIMALS" CURRICULUM EVALUATION FORM

1. Did you need to modify this activity?

______Yes

______No

2. Did students notice the CROSS-SEX INTERACTION theme?

______Yes

______No

3. If yes, what were the students' reactions?

ACTIVITY EIGHT

PICTURES OF LEADERSHIP IN THE CLASSROOM

Look at your classroom.

1. Are there any pictures of famous male leaders?

   ______Yes ______No How many? ________

2. Are there any pictures of males supervising females?

   ______Yes ______No How many? ________

   If yes, please describe the picture(s).

   ____

   ____

   ____

   ____

3. Are there any pictures of famous female leaders?

   ______Yes ______No How many? ________

4. Are there any pictures of females supervising males?

   ______Yes ______No How many? ________

   If yes, please describe the picture(s).

   ____

   ____

   ____

   ____

Please bring this completed sheet with you to WORKSHOP FIVE.

ACTIVITY NINE

CROSS-SEX INTERACTION COMMITMENT PAGE

1. My goals for promoting CROSS-SEX INTERACTION in my classroom are:

____

____

____

____

2. I will implement these goals in my classroom in the following ways:

____

____

____

____

3. Specifically, I will use as daily classroom practices and procedures:

____

____

____

____

4. Follow-up: Did I do the above?

_______Yes

_______No

Please bring this completed sheet with you to WORKSHOP FIVE.

ACTIVITY NINE

TEACHER'S RESEARCH SHEET

Following is a summary of the WORKSHOP FOUR research activities you have been asked to conduct in your classroom and the materials to bring with you to the next workshop session.

1. Activity Seven: "Crazy Animals" Classroom Curriculum Assignment

   Use the "Crazy Animals" CROSS-SEX INTERACTION model curriculum unit in your classroom. Be sure to bring the completed evaluation form with you to WORKSHOP FIVE.

2. Activity Eight: Pictures of Leadership in the Classroom

   Complete the evaluation form and be sure to bring it with you to WORKSHOP FIVE.

3. Activity Nine: CROSS-SEX INTERACTION Commitment Page

   Complete the CROSS-SEX INTERACTION commitment page, listing your goals and strategies for promoting CROSS-SEX INTERACTION in your classroom.

ACTIVITY NINE

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Girls and Boys...Together. Feminist Book Mart, 47-17 150th Street, Flushing, NY 11355. (Catalogue.)

Harrison, Barbara Grizzuti. *Unlearning the Lie: Sexism in School*. New York: William Morrow & Co., 1973.

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WORKSHOP FOUR

MODEL CURRICULUM UNITS

(Reproduce for workshop participants)

MODEL CURRICULUM UNIT

AFFECTIVE: RIGHTS OF PEOPLE

Overview

This activity is designed to promote CROSS-SEX INTERACTION in a guidance activity that deals with discussion of fair and unfair behavior in small groups.

Materials required

The three attached ministories typed in elementary type. One copy of all three stories for each student.

Preparation

1. Read through the prepared ministories.
2. Form small groups of six students each, including an equal number of boys and girls. Assign cross-sex partners; number each pair one, two, or three.

Introduction

Say, "Listen very carefully to the stories. After each story, one pair in each group will discuss the story. First, one member of the pair will give an opinion; then the other member of the pair will give an opinion. Both members may express the same opinion or different opinions. The other pairs will then be able to comment after the designated pairs have expressed their opinions." Each pair will comment on one situation.

Procedure and organization

1. Read the first story. Members of pair number one should comment. Small groups discuss (3 minutes).
2. Choose one group to comment to the whole class on the story (1 minute).
3. After one group comments, allow the other groups to comment.
4. The teacher should question the students' reasoning. Some possible lead-in questions accompany each ministory.
5. Continue with the other stories in the same manner.

6. After all the stories have been read and discussed, the teacher may ask the children to think of other "unfair" situations to discuss concerning where "rights" come from (optional follow-up).

Problems

1. Some students may not think that the situations are unfair. The teacher may have to take more time and pursue with the students how they would feel in similar situations, etc.

2. One member of the pair may dominate. The teacher should make a point of reminding the students that each member of the pair must express an opinion and support it.

Evaluation

The teacher should observe if students, in future activities, behave more fairly and are less quick to make fun of cross-sex friendships or to exclude people on the basis of sex.

Ministories

1. John and Mary are going to the playground. They both see a swing and a slide. Both children want to swing. John runs and gets on the swing. Mary pushes John off the swing and gets on herself.

   a. Are anyone's rights violated in this story, i.e., is anything unfair?

   b. Did Mary have the right to push John off the swing? Does John have a right not to be pushed off the swing--e.g., safety? Does Mary have a right to swing?

   c. What should Mary have done? What should John have done?

   d. If John told Mary that he wouldn't share the swing, what should Mary do next?

   e. How would you feel if you were Mary? John?

WORKSHOP FOUR: CROSS-SEX INTERACTION
AFFECTIVE: RIGHTS OF PEOPLE, SHEET THREE

2. A group of boys is playing softball in the field. Alice walks up and asks if she may play, too. The boys laugh and say, "No!"

    a. Is this situation fair?

    b. Does Alice have a right to play ball with the other children?

    c. Does it matter how well Alice plays? What if Alice is an excellent player? (Are boys who can't play well excluded? How can children become better players if they aren't allowed to practice?)

    d. What should Alice do?

    e. Do the boys have a right to exclude Alice?

    f. What would you do if you were one of the boys? If you were Alice?

3. Bob was walking to school with his friend Donna. A group of children who were in Bob's class saw him and all laughed and teased him for having a girl as a friend.

    a. How would you feel if you were Bob? Donna? How would you react?

    b. What can or should Bob do? What can or should Donna do?

    c. If you were one of the children in the group who were teasing Bob, how would you feel? What would you do?

    d. Is this situation fair? (People have a right to choose their own friends.)

MODEL CURRICULUM UNIT

LANGUAGE ARTS: CRAZY ANIMALS

Overview

This activity is designed to promote CROSS-SEX INTERACTION by having students write descriptions and draw pictures in cross-sex pairs.

Materials required

1. Pencils
2. Drawing paper (12" x 18")
3. Composition paper
4. Crayons
5. Blackboard
6. Chalk
7. Overhead projector
8. Transparency (Attachment #1)

Preparation

1. Prepare transparency (Attachment #1).
2. Prepare a list of words to aid spelling that could be placed on the blackboard (Attachment #2).
3. Students should have studied adjectives.

Introduction

1. Say, "Today, you are going to write a description of the craziest animal you can think of."
2. "Here's an example of a crazy animal description I wrote." (Attachment #1, transparency, is shown to the class. Cover up the drawing done by the teacher.)
3. Call on a volunteer to read the description aloud.
4. Call on a volunteer to draw the head of the crazy animal on the transparency. Do the same for the tongue, neck, body, legs, feet, etc.

5. Reveal the drawing made by the teacher. Ask the students to examine both drawings closely.

6. Ask, "Are the drawings similar?"

   a. "Why was it possible to come up with such a similar illustration?" (Well-written description)

   b. "What kinds of words make our writing more descriptive?" (Adjectives)

Procedure and organization

1. Say, "Now you are going to work in pairs to create your very own crazy animal. Make it really unusual."

2. "Working together, write your description on a piece of composition paper. Make your illustration on the piece of drawing paper provided. Be sure to make your animal an 'IT'."

3. "Don't let anyone except you and your partner see your illustration--it's top secret!"

4. "When you have finished writing, you will exchange papers with another pair of partners and then you and your partner will try to draw the animal that is described on the second piece of drawing paper you have."

5. "How well you and your partner write your description will have a great deal to do with how well your classmates will be able to draw your animal, so do try to include as many details as you can. Be sure to say what color your animal is."

6. "Once your classmates have completed their illustration, compare it with yours. If the illustrations aren't similar, try to determine the reason why" (e.g., poor description, poor interpretation).

7. Assign a boy and girl at random to work together as a pair. Be sure to tell each pair what other pair they will be exchanging written descriptions with.

8. Pass out materials and ask the students to begin work.

9. Circulate around the room.

Problems

1. Lack of creativity on the part of some students.
    a. Offer ideas and suggestions to the student pair.
    b. Words placed on blackboard might stimulate ideas (Attachment #2).
2. Students finish at different rates. Ask the faster students to invent another crazy animal.
3. Some children can't draw as well as others.
    a. Encourage all to do their best.
    b. None will be penalized because they can't draw.
    c. Encourage the students to keep their drawings simple.
4. One member of the pair may dominate. The teacher should make a point of reminding the students that they are to work together to draw the animal and write its description.

Evaluation

1. Observe the reactions of cross-sex pairs to one another's descriptions and drawings.
2. Observe the success of drawing an animal that has been described on the paper they've been given.

ATTACHMENT #1

A SNADOGDUCKZEB

It has a brown head like a puppy's. Its tongue is forked like a snake's and its neck is as long as a giraffe's. Its body is shaped like a duck's, but it has four elephant legs and people feet. It wears shoes and socks, too! It gets the "zeb" on the end of its name because it is striped like a zebra.

Student's drawing: (Conceal teacher's drawing)

ATTACHMENT #2

A list of words to aid spelling can be put on the board:

giraffe
snake
goose
duck
elephant
zebra
skinny
tiny
enormous
gigantic
fuzzy
stripes
webbed
spots
solid
bow legs

You may think of others to add to the list.

MODEL CURRICULUM UNIT

MATH: ROLL TO ONE HUNDRED

Overview

This activity is designed to promote CROSS-SEX INTERACTION by having cross-sex pairs play a math game in small groups.

Materials required

1. Paper
2. Pencils
3. Dice: 8 pairs

Preparation

1. Have available paper, pencils, dice.
2. Four small groups should be selected. Each group should have four to six students, with an equal number of boys and girls, selected at random. The students are grouped in cross-sex pairs, in alphabetical order.

Introduction

Say, "We are going to play a game of chance. What do I mean by chance?" (Wait for response.) "For example, when you flip a coin and call heads or tails, whatever turns up is by luck or chance. Pulling a straw out of a group of straws and trying to get the longest one is luck or chance. The game of chance that we are going to play is with dice."

Procedure

1. Pass out paper and pencils.
2. Arrange each group of students in a circle; each individual must be seated next to a cross-sex partner.
3. Give directions for the game as follows:
    a. "Begin the game by having one person roll the dice."
    b. "Write down the sum of the two dice on your paper."

c. "Pass the dice to your partner, who does the same thing."

d. "Keep passing the dice around the circle from pair to pair, each time adding your sum to all the previous sums you and your partner achieved."

e. "You and your partner must reach a combined sum closest to 100 without going over 100."

f. "When you think you should not take any more turns, just say 'Pass,' and pass the dice on to the next person. You and your partner must make this decision together."

g. "If you take the chance and go over the sum of 100, you must call 'Out,' and you and your partner are out of the game."

h. "At the end of the game, show your final sum to your group and have another pair check your addition."

i. "The winner is the pair with the score closest to, but not going over, 100."

4. The teacher should roll the dice and demonstrate:

First roll is a 6 and a 3 Sum is 9 Total sum is 9

Second roll is a 5 and a 2 Sum is 7 Total sum is 16

Third roll is a 7 and a 1 Sum is 8 Total sum is 24

You keep going until you get as close to 100 as you think you can without taking a chance of going over 100.

5. The students play the game. The teacher monitors the game to make sure all the players are following the rules.

6. Upon completion of the game, the students may select another cross-sex partner and play it again, or the teacher may proceed with the follow-up activity.

Problems

Students are impatient when waiting for their turn to roll the dice. This could be rectified by having more dice and smaller groups or by having the students mentally add their opponents' scores.

Evaluation

1. Observe the students' perseverance in completing the game.
2. Check the students' papers for correct addition.
3. Observe the students' interest to see if they would like to play again.

Follow-up

Assign cross-sex pairs. Each pair is given one piece of paper, one pencil, and a pair of dice. They are to make up ten math problems using the dice. One member of the pair rolls the dice and writes the sum of the dice on the paper. Then the other member takes a turn and rolls the dice and writes the sum on the paper. They add the two numbers and have created a math problem. They keep doing this until they have ten problems; for example:

> First person of pair rolls a 2 and a 6; on their paper they write an 8 (the sum of the dice).
>
> Second person of pair rolls a 3 and a 4; on their paper they write a 7 (the sum of the dice).
>
> The pair adds the two numbers.

(1) $\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$ (2) (3) (4) (5)

(6) (7) (8) (9) (10)

The teacher collects and checks the papers.

MODEL CURRICULUM UNIT

SCIENCE: MAKING AN ANIMAL CHART

Overview

This activity is designed to promote CROSS-SEX INTERACTION by having boys and girls create animal information charts.

Materials required

1. Encyclopedias
2. Teacher- or library-donated resource books on animals (about 30 books)
3. Filmstrips on classification
4. 2' x 4' lined oaktag
5. Crayons
6. Lined composition paper
7. Pencils
8. Chalkboard
9. Chalk
10. Masking tape
11. Filmstrip projectors or previewers

Preparation

The teacher should ensure that the resources are in class and make a sample chart with headings (Attachment #1). The students should have been taught simple classification and/or characteristics of reptiles, amphibians, insects, birds, and mammals (Attachment #2 and filmstrips, if available).

Introduction

Say, "Today we are going to do research on five different groups of animals. You will be divided into five different teams and will do your research on one of these animal groups as a team."

WORKSHOP FOUR: CROSS-SEX INTERACTION
SCIENCE: MAKING AN ANIMAL CHART, SHEET TWO

Procedure

1. Divide the class into five teams, each having as equal a number of boys and girls as is possible.
2. Select three girls and two boys to lead teams.
3. Tell the students that the leaders are responsible to:
    a. Make sure the task is completed.
    b. Divide teams for different smaller tasks (see procedure 5, part c).
    c. Approve the information gathered.
    d. Approve the final layout.
    e. Ensure that all team members get to put their information on the chart.
4. Tell the students that the entire team will receive the final grade on the chart. They are to work as a team.
5. Explain how the project will be done.
    a. "Each team will research one of the following groups of animals." (Write list of five on the board.) "I will assign an animal group to your team."
    b. Put sample outline on board with tape (Attachment #1).
    c. "The following areas must be covered by your team."

        "List three characteristics of your animal group."

        "List twenty different and specific names of animals in your group, for example, 'fence skink' as opposed to 'lizard'."

        "List five ways your animals are useful to people."

        "List five types of homes."

        "List five things they eat."

    d. "Do your research using the sources in the room. Write a rough copy of your findings and have them approved by your team leader."
    e. "Put your findings on the oaktag chart."
    f. "When you have finished, put your chart on the wall with tape."

6. Assign the animal groups to the teams at random.

7. Students should start research as you circulate, keeping them on task and directing them toward the source books.

Problems

1. Leader(s) may not want responsibility. A solution is to take a leader aside and explain that you need him or her as your assistant because you can't be everywhere to help at once. The leader's assistance is a really important favor to you.

2. Members of teams may not like the task their leader has assigned and may verbalize or act out their dissatisfaction. A solution is to remind the entire team that it is a team and that all members will get the same grade.

Evaluation

Teacher observation of task completion for subject matter, CROSS-SEX INTERACTION, and cooperation with each other and team leader.

Follow-up

1. Entire group could give oral presentations of facts learned so other groups could get the needed information.

2. The team leaders could prepare a presentation to the other groups.

3. Leadership training could be followed up by meeting the team leaders at lunch and discussing the situations they encountered in class during the activity and remedies for them.

4. Leaders could prepare their teams' findings on ditto sheets for distribution to other groups.

ATTACHMENT #1

NAME OF ANIMAL GROUP

I. Characteristics

II. 20 animals

III. Uses

IV. Types of homes

V. What they eat

ATTACHMENT #2

Reptiles

Scaly skin, cold-blooded, backbones, leathery eggs

Amphibians

Smooth, moist skin; lay jellylike eggs; gills when young, lungs when adults; cold-blooded

Birds

Feathers, lay hard eggs, warm-blooded

Insects

Three body parts, six legs, no backbone

Mammals

Give milk to young, have hair or fur, warm-blooded

MODEL CURRICULUM UNIT

SOCIAL STUDIES: COLONIAL AMERICA

Overview

This activity is designed to promote CROSS-SEX INTERACTION by having boys and girls work together to complete a worksheet on men and women of colonial times.

Materials required

1. Two ditto masters
2. 36 copies of dittos (30 of ditto #1, 6 of ditto #2)
3. Pencils
4. Chalk and chalkboard

Preparation

1. Prepare ditto #1 and copies.
2. Prepare ditto #2 and copies.
3. Divide the class into six cross-sex groups of five (two boys and three girls or three boys and two girls). Write the groups on the chalkboard.
4. Establish areas of the room for the groups to work in.
5. List six names on chalkboard:

   Mary K. Goddard
   Benjamin Franklin
   Sybille Masters
   Eli Whitney
   Paul Revere
   Sybil Ludington

Introduction

Say, "Today we are going to play a guessing game. It is a game in which you have to guess what person did what achievement. On this ditto there are two columns." (Hold up ditto #1.) "One column has six names listed and the other column has six historical achievements listed. Draw lines to match the names with the achievements. You are going to work in groups. You will each get a ditto sheet, but you can quietly discuss your reasons for your choices with the other members in your group."

Procedure

1. Say, "I have listed the groups on the chalkboard. Please find your name and your group. Group 1 will now gather here" (point to area), "Group 2 will gather here," etc.

2. "You have less than five minutes to complete this ditto, so you need to get right to work. I would like you to discuss this quietly so that you do not disturb the other groups. When everyone in your group has completed the ditto, send one person from your group to me. I will give that person another ditto from which you can get the correct answers." (Pass out ditto #1.)

3. Students should complete the ditto. Teacher should monitor activity.

4. Upon completion of ditto #1, teacher should make sure each group gets one copy of ditto #2.

5. The teacher should call time about five minutes after ditto #2 is handed out. Have all students return to their own seats with their dittos.

6. Ask entire class:

   a. "How many people got them all right?" Ask those people (if any), "Did you know the answers or did you guess?

   b. "I would guess that all of you have heard of the men on this list, but not too many of you have heard of the women. Let's see. How many people have heard of...? Raise your hands high so I can easily count them." Teacher should go through the list of names on the chalkboard and count raised hands for each. Teacher should make sure the students' responses are honest. If in doubt, the teacher can pinpoint individuals and ask them the question directly in the effort to get an honest answer.

7. Say, "I would like each of you to keep your ditto until tomorrow. Tomorrow we are going to talk more about this and discover why you haven't heard as much about the women as about the men." (Collect ditto #2 and use for follow-up. Everyone will get a copy.)

Problems

1. Students may not get busy right away on task. Teacher can remind students of the limited time they have to complete the ditto.

2. Students may be apprehensive to admit they haven't heard of people. Teacher can remind them that it is only a game and that we are going to find out why we haven't heard of some of these people.

Evaluation

1. Did all participants complete the ditto?

2. Had students heard of all the people on the list?

DITTO #1

Sybille Masters	Invented a machine for cleaning and curing corn.
Benjamin Franklin	Made a midnight ride to warn the colonists that the British were coming.
Mary K. Goddard	Inventor, and publisher of the Pennsylvania Gazette.
Eli Whitney	Publisher of the Maryland Journal and Baltimore Advertiser and printer of the Declaration of Independence.
Paul Revere	Invented a machine for cleaning cotton.
Sybil Ludington	Made a midnight ride to warn the colonists that the British were coming.

DITTO #2

Benjamin Franklin was born in Boston, Massachusetts, in 1706 and died in Philadelphia, Pennsylvania, in 1790. He was recognized as printer, author, philanthropist, inventor, statesman, diplomat, and scientist. He became sole owner of the Pennsylvania Gazette. He wrote about earthquakes and other natural phenomena in his newspaper. He invented a stove with an open firebox, which heated rooms better than a wall fireplace.

Mary K. Goddard was authorized by Congress on January 18, 1777, to print the official copy of the Declaration of Independence for distribution to the state legislatures. Mary Goddard made the Maryland Journal and Baltimore Advertiser famous through the revolution. She was postmistress of Baltimore and also operated a thriving bookstore.

Sybil Ludington was sent by her father, Colonel Henry Ludington, to ride twenty miles at midnight to warn the colonial militia that the British were coming.

Sybille Masters was the first person in the colonies to receive a patent. She invented a machine for cleaning and curing corn and making hominy. Her husband had to apply for the patent on her behalf, since in accordance with English common law, as a married woman she had forfeited her civil rights.

Paul Revere on the 19th of April, 1775, rode to Lexington, Massachusetts, to warn Hancock and Adams that the British were coming and to alert the countryside to the arrival of the troops.

Eli Whitney was the inventor of the cotton gin and a violin maker. He also worked in iron and became a maker of nails. Others copied his invention and he made practically no money from it. He made guns by a new method and manufactured guns for a government contract.

WORKSHOP FIVE

HOW DO WE SEE FEMALE LEADERSHIP?

SCHEDULE

This workshop is composed of ten activities and requires approximately two hours to conduct. A break is recommended between Activities Six and Seven.

Time Required	Workshop Activity
10 mins.	1. Classroom curriculum "Crazy Animals" review
10 mins.	2. Thinking about FEMALE LEADERSHIP Part A: Who do you think are leaders in your classroom? Part B: Story completion review (from WORKSHOP ONE)
15 mins.	3. What is a leader? Discussion activity
15 mins.	4. What do we do to promote FEMALE LEADERSHIP?
5 mins.	5. Children's leadership opportunities in the classroom
5 mins.	6. What other teachers have said about FEMALE LEADERSHIP
BREAK	BREAK
20 mins.	7. Workshop overview: FEMALE LEADERSHIP
10 mins.	8. Research findings
45 mins.	9. Reading and developing FEMALE LEADERSHIP model curriculum units
5 mins.	10. Teacher's research materials Commitment page Teacher's research sheet References

MATERIALS AND EQUIPMENT

One copy of the following for instructor's use:

- Transparencies One and Two: CROSS-SEX INTERACTION review and Strategies for increasing CROSS-SEX INTERACTION (Activity One)
- Overhead projector with extension cord
- Hand calculator
- Grease pencil
- Workshop meeting room with blackboard or wall space
- Transparency Three: Who do you think are leaders in your classroom? (Activity Two)

One for each participant:

- WORKSHOP FIVE schedule (hand out at beginning of session)
- Blank paper (Activity Two)
- Pens or pencils (Activity Two)
- Discussion questions (Activity Three)
- "What do we do?" sheet (Activity Four)
- Classroom leadership record (Activity Five)
- What other teachers have said about FEMALE LEADERSHIP (Activity Six)
- Research findings fact sheets (Activity Seven)
- The following five FEMALE LEADERSHIP model curriculum units (Activity Nine) (subject area is in parentheses):

  Cooperation walk (affective domain)
  Sentences--switching and swapping (language arts)
  Expanded-form numbo game (mathematics)
  Reading and logging daily weather (science)
  Famous women in politics (social studies)

- FEMALE LEADERSHIP evaluation form (Activity Nine)
- FEMALE LEADERSHIP commitment page (Activity Ten)
- Teacher's research sheet (Activity Ten)
- References (Activity Ten)

ACTIVITY ONE

CLASSROOM CURRICULUM "CRAZY ANIMALS" REVIEW
10 minutes

What this activity is about

This first activity is a review of the model curriculum unit "Crazy Animals" that teachers used in their classrooms and for which they completed the evaluation forms for this workshop session.

☞ The purpose of this activity is a group discussion to review the goals and strategies for promoting CROSS-SEX INTERACTION in the classroom. Be sure that the following CROSS-SEX INTERACTION guidelines exhibited by the model curriculum units are covered during the discussion:

1. Interaction between boys and girls is central to the activity.
2. Cross-sex grouping is treated as a natural activity; participation is encouraged.
3. CROSS-SEX INTERACTION is used in a variety of classroom activities.

Materials needed

- Transparencies One and Two

How to present this activity

DO:

Conduct a discussion session using the following questions.

1. DID YOU HAVE TO MODIFY THIS ACTIVITY?
2. DID YOUR STUDENTS NOTICE THE CROSS-SEX INTERACTION THEME?
3. WHAT WERE YOUR STUDENTS' REACTIONS?
4. DID YOU MODIFY OR DEVELOP YOUR OWN LESSON PLANS TO REFLECT CROSS-SEX INTERACTION? DO ANY OF YOU WISH TO SHARE YOUR LESSON PLAN WITH THE GROUP?
5. DID YOU HAVE DIFFICULTY MEETING THESE CROSS-SEX INTERACTION GOALS?

NEXT:

Show Transparency One. Review the CROSS-SEX INTERACTION goals with workshop participants.

6. WHAT CHANGE IN YOUR INSTRUCTIONAL STYLE DID YOU NOTICE AS A RESULT OF WORKSHOP FOUR?

7. DO YOU THINK THAT THE MODEL CURRICULUM LESSONS MET THE CROSS-SEX INTERACTION GUIDELINES?

THEN:

Show Transparency Two. Review the CROSS-SEX INTERACTION guidelines with workshop participants. Be sure to bring out the points mentioned in the introduction to this activity.

ACTIVITY TWO

THINKING ABOUT FEMALE LEADERSHIP
10 minutes

What this activity is about

The purpose of this activity is (1) to reintroduce the concept of FEMALE LEADERSHIP to the workshop participants and (2) to relate FEMALE LEADERSHIP to what actually happens in the teachers' classrooms. This activity consists of two parts, which then lead directly into Activity Three. Part A is: Who do you think are leaders in your classroom? Part B is: Review of the story completion (Activity One) from WORKSHOP ONE. Each segment should take about five minutes.

Materials needed

- Blank paper for participants
- Pens or pencils for participants
- Transparency Three: "Who do you think are leaders in your classroom?"
- Grease pencil

PART A: WHO DO YOU THINK ARE LEADERS IN YOUR CLASSROOM?

How to present this activity

DO:

> Make sure that all participants have a blank sheet of paper and a pen or pencil. Pass out supplies as needed.

SAY: THINK OF THREE CHILDREN IN YOUR CLASS WHO ARE LEADERS AND WRITE THEIR NAMES DOWN ON THE BLANK PAPER.

1.
2.
3.

BE SURE TO WRITE THE NAMES OF THE FIRST THREE CHILDREN YOU THINK OF. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ONLY YOUR HOME BASE OR HOMEROOM CLASS.

WORKSHOP FIVE: FEMALE LEADERSHIP
ACTIVITY TWO, SHEET TWO

DO:

Pause a moment, until everyone has written three names. Then show Transparency Three. At this time you need to get a tally of responses from the participants. Ask them to raise their hands as you ask the three following questions. Fill in the number of teachers who thought first of a boy, under "Boy"; then fill in the number of teachers who thought first of a girl, under "Girl." Continue for the second and third leader. Do this on the transparency.

☞ The ranking order in which the children are thought of is important.

SAY:

	Boy	Girl
1. HOW MANY THOUGHT OF THE FIRST CHILD LEADER IN CLASS AS A:		
2. HOW MANY THOUGHT OF THE SECOND CHILD LEADER IN CLASS AS A:		
3. HOW MANY THOUGHT OF THE THIRD CHILD LEADER IN CLASS AS A:		
TOTALS		

THEN:

Using the results on Transparency Three, conduct a brief group discussion using these questions.

1. HOW MANY PARTICIPANTS THOUGHT OF BOYS FIRST AS LEADERS?
2. HOW MANY PARTICIPANTS THOUGHT OF GIRLS FIRST AS LEADERS?
3. DID MORE PARTICIPANTS THINK OF GIRLS FIRST OR BOYS FIRST?
4. LOOKING AT THE TOTALS, DID MORE PARTICIPANTS THINK OF GIRLS OR BOYS AS LEADERS?
5. WHAT DOES THIS MEAN ABOUT LEADERSHIP IN YOUR CLASSROOM?
6. DO YOU THINK THIS IS A PROBLEM?

☞ If more participants identify boys as leaders than identify girls as leaders, we consider this to be a problem. This can indicate there is an imbalance in the leadership pattern in these classrooms. If no imbalance is reported, you may wish to explore the meaning of "leader" more extensively in Activity Three.

PART B: STORY COMPLETION REVIEW (FROM WORKSHOP ONE)

What this activity is about

The workshop participants should now be thinking about who are leaders in their classrooms. The purpose of Part B of this evaluation exercise is to have them think about their attitudes toward girls as leaders.

In WORKSHOP ONE, participants were asked to complete story stems for The Captain's Story, The Cook's Story, and Playing on the Playground. You were asked to transfer the numbers from the summary sheet in WORKSHOP ONE to the summary sheet below.

Story Completion Summary Sheet

	Boy (Used "he")	Girl (Used "she")	Either/ Neither	TOTAL
The Captain's Story				
Percentage (divide by TOTAL)	%	%	%	%

How to present this activity

DO:

Copy the summary sheet above on the blackboard. Explore the reasons why the workshop participants saw "Terry the Captain" as either a boy or a girl. What does this mean about their attitudes toward girls as leaders?

Following is an example of how this summary sheet is completed.

	Boy (Used "he")	Girl (Used "she")	Either/ Neither	TOTAL
The Captain's Story	25	2	3	30
	(25÷30)x100=	(2÷30)x100=	(3÷30)x100=	
Percentage (divide by TOTAL)	83%	7%	10%	100%

SAY: DO YOU REMEMBER THAT IN WORKSHOP ONE YOU COMPLETED A STORY ABOUT TERRY THE CAPTAIN? ON THE BLACKBOARD IS A SUMMARY OF HOW MANY OF YOU THOUGHT TERRY WAS A BOY, COMPARED TO HOW MANY OF YOU THOUGHT TERRY WAS A GIRL. A CAPTAIN IS A KIND OF LEADER. DOES THE IDEA OF A GIRL AS A CAPTAIN SEEM STRANGE TO YOU? WERE YOU CONSCIOUS OF WHAT MADE YOU SEE TERRY THE CAPTAIN AS EITHER A BOY OR A GIRL?

☞ From previous experience we expect few participants to have thought that Terry was a girl. In general, words like captain, chief, leader, and boss evoke pictures of men. For example, consider the Big Chief and the Little Chief. If the Little Chief is the Big Chief's son, why isn't the Big Chief the Little Chief's father? Why? Because the Big Chief is the Little Chief's mother.

ACTIVITY THREE

WHAT IS A LEADER? DISCUSSION ACTIVITY
15 minutes

What this activity is about

The purpose of this activity, as the title indicates, is to have participants look at "What is a leader?"

As we mentioned in Activity Two, the word "leader" conjures up an image of a tall, strong, forceful, charismatic, intelligent man. Political leaders, military leaders, religious leaders--all are seen as men. So in this exercise we expect participants to use "masculine" adjectives in describing a leader, particularly a formal leader. Look for more "feminine" adjectives for informal leaders, especially for volunteer activity leaders. If this occurs in the discussions, point it out.

Materials needed

- Copies of discussion questions for each participant

How to present this activity

DO:

> Divide workshop participants into small groups for discussion. Four- to six-person groups are recommended. Distribute copies of the discussion questions to each teacher.

If time permits, and you wish to summarize these small-group discussions with the workshop group as a whole, ask that someone in each small group make brief notes to be shared orally with the entire workshop group. If you wish, make an overhead transparency summary sheet based upon the discussion questions.

SAY: IN THE LAST EXERCISE, WE LOOKED AT WHO YOU THOUGHT WERE LEADERS IN YOUR CLASSROOM. NOW WE'RE GOING TO BREAK INTO SMALLER FOUR- TO SIX-PERSON GROUPS TO DISCUSS "WHAT IS A LEADER?" USING THE DISCUSSION QUESTIONS ON THE HANDOUT, YOU WILL HAVE 15 MINUTES TO DO THIS ACTIVITY.

ACTIVITY FOUR

WHAT DO WE DO TO PROMOTE FEMALE LEADERSHIP?

15 minutes

What this activity is about

Participants in this workshop session have completed activities of looking at what a leader is and who are seen as leaders in the classroom. This activity continues the evaluation by having participants examine how they provide leadership opportunities in the classroom.

Materials needed

- Copies of "What do we do?" sheet for each participant

How to present this activity

DO:

Distribute the "What do we do to provide FEMALE LEADERSHIP?" description sheets. Have participants read and complete the activity as described. Allow about 10 minutes for the write-up.

NEXT:

When participants have finished, list on the blackboard the participants' strategies to provide leadership opportunities in the classroom. After listing the strategies, briefly discuss each one. Was it difficult for the participants to think of classroom situations that provide leadership opportunities? Were these opportunities more likely to be opportunities for formal or informal leaders?

ACTIVITY FIVE

CHILDREN'S LEADERSHIP OPPORTUNITIES IN THE CLASSROOM

5 minutes

What this activity is about

This research exercise is a follow-up to the last exercise, "What do we do to promote FEMALE LEADERSHIP?" For this activity, teachers should think about leadership opportunities in their classrooms, identify several opportunities that provide leadership, and record which children use these leadership opportunities.

☞ On the Classroom Leadership Record we have listed several formal and informal leadership opportunities. You may wish to list others identified by the participants in Activity Four. In any event, the idea here is to get the teachers to keep a record of who the leaders in their classes are. If there is an imbalance by sex, it should appear soon after starting the record. Teachers should be encouraged to modify their behavior so that the imbalance is rectified.

There may be some discussion about this activity, but it is basically homework. Classroom students should not be permitted to view this record.

Materials needed

- Classroom Leadership Record for each participant

How to present this activity

DO:

Distribute Classroom Leadership Record and explain what the participants are to do.

ACTIVITY SIX

WHAT OTHER TEACHERS HAVE SAID ABOUT FEMALE LEADERSHIP

5 minutes

What this activity is about

Frequently, teachers initially think that providing leadership opportunities for girls is done at the expense of opportunities for the boys in the classroom. Although this is not true--equal leadership opportunities benefit both boys and girls--many workshop participants may feel uneasy about the idea of FEMALE LEADERSHIP. To help dispel these fears, we have again included statements from the teachers who helped develop and who used the model curriculum units and the workshop series.

Materials needed

- Copies of "What other teachers have said about FEMALE LEADERSHIP" for each participant

How to present this activity

DO:

> Pass out copies to each participant. Have them read over the teacher comments on FEMALE LEADERSHIP. If you'd like, or if time allows, ask for workshop participant comments or reactions.

If time allows, take a short break here so that participants may stretch their legs or have a cup of coffee.

ACTIVITY SEVEN

WORKSHOP OVERVIEW: FEMALE LEADERSHIP

20 minutes

What this activity is about

This activity is a further discussion on the subject of FEMALE LEADERSHIP. The workshop activities which have just been completed--defining leadership, examining who are typically leaders, and thinking about providing leadership opportunities in the classroom--should have led directly into this presentation.

How to present this activity

SAY: THIS PRESENTATION DEALS SPECIFICALLY WITH THE PROBLEM OF THE LACK OF FEMALE LEADERSHIP AND WHAT CAN BE DONE TO REDUCE THE PROBLEM. AS YOU LISTEN, TRY TO RELATE WHAT I SAY TO WHAT ACTUALLY HAPPENS IN YOUR CLASSROOM.

IN OBSERVING CHILDREN AT SCHOOL, IN THE CLASSROOM, OR ON THE PLAYGROUND, WE SELDOM SEE GIRLS IN CHARGE OF ACTIVITIES. MORE OFTEN, WE SEE BOYS TELLING GIRLS WHAT TO DO, BOYS DISTRIBUTING MATERIALS, BOYS BEING, IN GENERAL, MORE PUBLIC LEADERS. IN THIS PRESENTATION, WE WILL DISCUSS SEVERAL SIMPLE CLASSROOM MANAGEMENT TECHNIQUES YOU CAN USE TO PROMOTE FEMALE LEADERSHIP.

WHAT DOES "TO LEAD" MEAN? WEBSTER DEFINES THE VERB *TO LEAD* IN SEVERAL WAYS. TO LEAD IS TO GUIDE ON A WAY, ESPECIALLY BY GOING IN ADVANCE; TO DIRECT THE OPERATIONS, ACTIVITY, OR PERFORMANCE OF; TO HAVE CHARGE OF; TO GO AT THE HEAD OF; TO BE FIRST IN OR AMONG.

WHEN GIRLS OR WOMEN LEAD, THEN THERE IS FEMALE LEADERSHIP. ARE LEADERSHIP ACTIVITIES USUALLY ASSOCIATED WITH WOMEN? ARE WOMEN LEADERS TODAY?

ACCORDING TO *WOMEN IN THE LABOR FORCE*, A DOCUMENT PUBLISHED IN 1976 BY THE BUREAU OF LABOR STATISTICS, THE ANSWER TO THIS QUESTION IS FREQUENTLY *NO* FOR MANY IMPORTANT OCCUPATIONS.

INTERNATIONALLY, THERE WERE NO FEMALE HEADS OF STATE IN 1976. IN UNITED STATES POLITICS, TWO WOMEN WERE STATE GOVERNORS, BUT THERE WERE NO WOMEN IN THE UNITED STATES SENATE, AND NO WOMAN HAS EVER BEEN PRESIDENT OF THE UNITED STATES. IN MANAGEMENT, WOMEN ACCOUNT FOR 18 PERCENT OF ALL NONFARM MANAGERS AND ADMINISTRATORS. HOWEVER, ONLY 5 PERCENT OF WORKING WOMEN ARE MANAGERS AND ADMINISTRATORS, COMPARED TO 14 PERCENT OF WORKING MEN.

WORKSHOP FIVE: FEMALE LEADERSHIP
ACTIVITY SEVEN, SHEET TWO

WOMEN ARE JUST BEGINNING TO ASSUME LEADERSHIP ROLES AND THERE MAY BE FEW ROLE MODELS TO ENCOURAGE YOUNG WOMEN TO TAKE LEADERSHIP ROLES. DO SCHOOL CHILDREN ASSOCIATE LEADERSHIP ACTIVITIES WITH WOMEN? TO WHAT ROLE MODELS ARE THEY EXPOSED? DO THEY VIEW WOMEN AS LEADERS?

IN A 1976 STUDY INVOLVING FOURTH AND FIFTH GRADERS IN A SUBURBAN SCHOOL DISTRICT, 878 STUDENTS WERE ASKED ABOUT FEMALE LEADERSHIP. IN SOME AREAS, THE STUDENTS HAD HAD CONSIDERABLE EXPOSURE TO WOMEN AS LEADERS. MORE THAN 60 PERCENT OF THE BOYS AND GIRLS IN THE FOURTH AND FIFTH GRADES HAD BEEN IN A SCHOOL UNIT THAT HAD A WOMAN AS UNIT LEADER; HAD BEEN IN A GROUP OF GIRLS AND BOYS, SUCH AS A TEAM OR A CLUB, WHERE A GIRL WAS CHOSEN AS A LEADER OR CAPTAIN; OR HAD WATCHED TWO PROGRAMS ON TELEVISION WHICH HAD FEMALE SUPERHEROES.

IN OTHER AREAS, THE STUDENTS HAD HAD LESS THAN A MODERATE AMOUNT OF EXPOSURE TO WOMEN AS LEADERS. LESS THAN 40 PERCENT OF THE BOYS AND GIRLS IN THE SURVEY HAD EVER BEEN IN A SCHOOL THAT HAD A WOMAN PRINCIPAL, HAD STUDIED ANY FAMOUS WOMEN, OR HAD KNOWLEDGE OF A MAN WHO HAD A WOMAN FOR A BOSS OR SUPERVISOR.

WHEN ASKED ABOUT THEMSELVES, THE GIRLS IN THE SURVEY DID NOT EXPECT TO BE LEADERS AS OFTEN AS THE BOYS DID. TWENTY PERCENT OR LESS OF THE GIRLS THOUGHT THEY WOULD BE A VERY GOOD LEADER, COMPARED TO MORE THAN 30 PERCENT OF THE BOYS. ALSO, GIRLS WERE LESS COMFORTABLE THINKING ABOUT BEING A LEADER THAN BOYS WERE.

TO EXAMINE CHILDREN'S ACTUAL BEHAVIORS AND PERCEPTIONS ABOUT LEADERSHIP, A STUDY WAS MADE OF FOURTH AND FIFTH GRADERS IN MIXED-SEX GROUPS. ALTHOUGH OVER 40 PERCENT OF THE ACTUAL LEADERS WERE GIRLS, GIRLS WERE PERCEIVED AS LEADERS IN ONLY 5 PERCENT OF THE GROUPS.

IS FEMALE LEADERSHIP IMPORTANT? WHY? THERE ARE TWO REASONS.

1. LEADERSHIP SKILLS ARE NEEDED FOR MANY OCCUPATIONS. WITHOUT DEVELOPING SUCH SKILLS, GIRLS AND WOMEN ARE AUTOMATICALLY EXCLUDED FROM MANAGERIAL AND EXECUTIVE JOBS. UNLESS GIRLS THINK IT IS RIGHT TO DEVELOP THESE SKILLS, THEY WILL AVOID USING THEM.

2. WITHOUT GIVING BOYS THE EXPERIENCE OF BEING LED BY GIRLS, BOYS MAY HAVE DIFFICULTY IN ACCEPTING A WOMAN AS A BOSS LATER ON IN LIFE.

THERE ARE THREE GOALS IN INCREASING FEMALE LEADERSHIP IN THE CLASSROOM.

FIRST, GIRLS AND BOYS SHOULD BE SELECTED EQUALLY OFTEN AS LEADERS IN ALL ACTIVITIES.

SECOND, GIRLS AND BOYS SHOULD BE SEEN AS EQUALLY COMPETENT LEADERS.

THIRD, THERE SHOULD BE CLASS ACCEPTANCE OF GIRLS AND BOYS AS LEADERS.

HOW CAN YOU AS A TEACHER INITIATE AND ENCOURAGE FEMALE LEADERSHIP AMONG YOUR STUDENTS? HERE ARE SIX GUIDELINES WHICH MAY BE HELPFUL. THEY RELATE TO SELECTION OF A LEADER, TO SUPPORT OF THE LEADER, AND TO SOME PITFALLS.

WHEN YOU SELECT A LEADER, YOUR DECISION SHOULD BE BASED ON THE STUDENT'S COMPETENCE IN THE SUBJECT AREA, BUT MAKE SURE THAT THE SELECTION IS NOT BASED ON SEX-ROLE-STEREOTYPED COMPETENCE.

IN GROUPS WHERE THERE IS NO FORMAL LEADER, MAKE SURE THAT BOYS DO NOT CONTROL RESOURCES IN SUCH A WAY AS TO MAKE THEM LEADERS.

IN INTERACTING WITH THE CLASS, ADDRESS THE LEADER BY TITLE, SUCH AS "CAPTAIN" OR "LEADER."

ALSO, BACK UP THE LEADER. MAKE SURE THE CLASS IS AWARE YOU ARE SUPPORTING HER OR HIM.

WHEN THE LEADERS ARE TO CHOOSE THEIR OWN GROUPS, AVOID SELECTING ONE GIRL LEADER AND ONE BOY LEADER. THEY WILL TEND TO CHOOSE TEAMMATES OF THEIR OWN SEX.

AVOID HAVING A GIRLS' TEAM AND A BOYS' TEAM BY CHOOSING TWO LEADERS OF THE SAME SEX OR BY ASSIGNING TEAMS.

WHY IS THERE A LACK OF FEMALE LEADERSHIP? HOW CAN YOU AS A TEACHER PROMOTE FEMALE LEADERSHIP IN THE CLASSROOM? IN THIS PRESENTATION WE HAVE EMPHASIZED THE IMPORTANCE OF FEMALE LEADERSHIP AND OFFERED GUIDELINES FOR INITIATING AND INCREASING FEMALE LEADERSHIP DURING CLASS ACTIVITIES. LET'S BRIEFLY REVIEW THE GOALS.

GIRLS AND BOYS SHOULD BE SELECTED EQUALLY OFTEN AS LEADERS IN ALL ACTIVITIES.

GIRLS AND BOYS SHOULD BE SEEN AS EQUALLY COMPETENT LEADERS.

THERE SHOULD BE CLASS ACCEPTANCE OF GIRLS AND BOYS EQUALLY AS LEADERS.

ACTIVITY EIGHT

RESEARCH FINDINGS
10 minutes

What this activity is about

These fact sheets report what research has shown about children's beliefs regarding FEMALE LEADERSHIP. These data indicate how the children in the participants' classrooms may feel about FEMALE LEADERSHIP and the need for intervention.

Materials needed

- One copy of the Research Findings fact sheets for each participant

How to present this activity

DO:

Distribute copies of the fact sheets to each participant. In this activity, the participants are to read over the children's responses to the questions. Conduct a discussion regarding these research findings. Be sure to bring up the following information.

SAY: WHY DO YOU THINK MORE BOYS HAVE NEGATIVE ATTITUDES ABOUT FEMALE LEADERS THAN GIRLS DO? CONSIDER:

1. ALMOST 25 PERCENT OF THE BOYS THOUGHT THAT A WOMAN WOULD NEVER BE PRESIDENT OF THE UNITED STATES.
2. BOYS WERE LESS LIKELY THAN GIRLS TO THINK THAT WOMEN WERE AS POWERFUL AS MEN.
3. BOYS WERE LESS LIKELY THAN GIRLS TO THINK THAT WOMEN WERE BOSSES.

IS THIS JUST A REFLECTION OF WHAT THE CHILDREN SEE IN THE REAL WORLD? OR DOES IT MEAN THAT THE BOYS ARE UNWILLING TO ACCEPT GIRLS AS BOSSES OR LEADERS? CONSIDER WHETHER THE GIRLS AND THE BOYS IN THE FOURTH AND FIFTH GRADES CONSIDERED THEMSELVES TO BE EQUALLY CAPABLE AS LEADERS:

1. FEWER GIRLS THAN BOYS THOUGHT THEY WOULD BE GOOD LEADERS.
2. OVER 25 PERCENT OF THE GIRLS THOUGHT THEY WOULD NEVER BE A LEADER.

3. MORE BOYS THAN GIRLS THOUGHT THEY WOULD BE COMFORTABLE BEING A CLASS LEADER.

CONSIDER WHETHER OR NOT THE CHILDREN HAD ACTUALLY EXPERIENCED WOMEN OR GIRLS IN LEADERSHIP POSITIONS:

1. EVEN THOUGH GIRLS AND BOYS WERE EQUALLY LIKELY TO HAVE BEEN IN A SCHOOL WITH A WOMAN PRINCIPAL, FEWER BOYS THAN GIRLS REMEMBERED THIS.
2. ALMOST NO CHILDREN COULD NAME A FAMOUS WOMAN THEY HAD STUDIED IN SCHOOL.
3. ONLY HALF THE BOYS COULD REMEMBER BEING IN A GROUP OF CHILDREN WHERE A GIRL WAS CHOSEN A LEADER.
4. EVEN THOUGH 100 PERCENT OF THESE CHILDREN HAVE BEEN IN SCHOOLS WHERE MEN TEACHERS HAVE BEEN SUPERVISED BY WOMEN PRINCIPALS AND VICE-PRINCIPALS, ONLY 15 PERCENT OF THE CHILDREN CAN THINK OF A MAN WITH A WOMAN SUPERVISOR. IN ADDITION, CONSIDER THE BIG DIFFERENCES BETWEEN CHILDREN'S RESPONSES IN THE FIFTH GRADE AS COMPARED TO THOSE IN THE FOURTH GRADE.

ACTIVITY NINE

READING AND DEVELOPING FEMALE LEADERSHIP MODEL CURRICULUM UNITS
45 minutes

What this activity is about

Once again, we are asking you to give the workshop participants model curriculum units to read and try out in their classrooms. For this activity, we are also requesting that each participant develop his or her own unit. Developing curriculum units is time-consuming, however, and the workshop may not be long enough for the participants to develop an entirely new unit. The units that are provided as model units may be revised, added to, or subtracted from if that seems reasonable to the participants.

☞ What is really important here, however, is that the participants get the ideas behind these units. You might want to go over them again with the participants. Stress the following:

1. It is absolutely critical that the leader be competent. The teacher does no one any favor by having an incompetent leader reinforce a stereotype in class; don't let the female student leader try until she has mastered the task. A little waiting is worth having it done right, and in the units we provide, any girl (or boy) can perform the leadership role.

2. The second critical point is that the leader has to be a public leader. The leader can help change stereotypes only if she (or he) is observed as a leader by classmates. The teacher can help the leader be accepted by supporting her in the role and by publicly reinforcing her behavior.

Teachers may be reluctant to give leadership roles to girls only, especially if they think that the girls are already the leaders. The activity in which they are asked to keep a record of their students' leadership behaviors (Activity Five) should help them decide whether or not the girls are exhibiting leadership behavior as often as the boys are. You should suggest that the participants review again the results of Activity Five.

Materials needed

- One copy of the following five FEMALE LEADERSHIP model curriculum units for each participant (subject area is in parentheses):

  Cooperation walk (affective domain)
  Sentences--switching and swapping (language arts)
  Expanded-form numbo game (mathematics)
  Reading and logging daily weather (science)
  Famous women in government and politics (social studies)

- One copy of the FEMALE LEADERSHIP evaluation form for each participant

How to present this activity

DO:

Divide workshop participants into small groups. Each group should consist of participants who teach the same subject area (social studies, mathematics, and so forth). Again, four to six persons is the recommended group size.

Distribute one set of the five FEMALE LEADERSHIP model curriculum units to each workshop participant.

Ask the participants to read through the units, keeping the following questions in mind.

1. WHAT PATTERNS EMERGE FROM THESE MODEL CURRICULUM UNITS?
2. WHAT GENERAL PRINCIPLES OR GUIDELINES REGARDING FEMALE LEADERSHIP CURRICULUM MATERIALS CAN YOU SEE?

NEXT:

When participants have read the curriculum units, discuss the above two questions as a group. Be sure to bring up the ideas behind these units. If you wish, summarize the FEMALE LEADERSHIP guidelines discussed by the group, using an overhead transparency or the blackboard. Be sure to point out that each model curriculum unit provides the opportunity for a participant to reinforce a competent leader in front of her or his classmates.

THEN:

Ask each participant to write, in each group, an original curriculum unit incorporating the concepts and guidelines for promoting FEMALE LEADERSHIP. The curriculum unit each develops should be used in the classroom. Due to the time constraints, participants may have to complete these lesson plans outside of the workshop. The participants should fill out the evaluation form and bring it to the next workshop.

ACTIVITY TEN

TEACHER'S RESEARCH MATERIALS
5 minutes

What this activity is about

At the end of this workshop session, you are asked to distribute the WORKSHOP FIVE teacher's research materials. These include the FEMALE LEADERSHIP commitment page, a research sheet, and a reference list.

The commitment page is an evaluation and feedback tool for the use of the workshop participants and is a means by which the participants can think about:

1. Changing their behavior as a result of their work in the C-A-R-E workshop.
2. The desired direction and mechanisms for behavior change in the classroom.
3. Their own goals and daily classroom practices for promoting FEMALE LEADERSHIP.
4. Whether or not participants have accomplished what they originally intended to do.

The research sheet lists and describes the activities that workshop participants are asked to complete in their classrooms and bring to WORKSHOP SIX.

Materials needed

- FEMALE LEADERSHIP commitment page for each participant
- Teacher's research sheet for each participant
- References for each participant

How to present this activity

DO:

Distribute copies of the teacher's research materials to each workshop participant. Be sure to give the participants a few minutes to fill out the commitment page and review the research sheet and references.

WORKSHOP FIVE

MATERIALS FOR INSTRUCTOR

(TRANSPARENCIES)

TRANSPARENCY ONE

CROSS-SEX INTERACTION REVIEW

Definition of CROSS-SEX INTERACTION

"Mutual or reciprocal action or influence between males and females"

Goals for increasing CROSS-SEX INTERACTION

1. There should be a balance in the number of boys and girls in all groups.
2. Interaction among group members and, therefore, among boys and girls should be central to the group activity.
3. CROSS-SEX INTERACTION should be maintained as a norm for classroom activities.

TRANSPARENCY TWO

STRATEGIES FOR INCREASING CROSS-SEX INTERACTION

Assignment

1. Quickly assign groups.
2. Vary selection procedures.

Grouping

1. Form groups before partnerships.
2. Make groups small.

Encouragement

1. Be natural.
2. Encourage participation.

Activities

1. Use instructional activities calling for interaction.
2. Use cross-sex groupings daily.

TRANSPARENCY THREE

WHO DO YOU THINK ARE LEADERS IN YOUR CLASSROOM?

	Boy	Girl
1. How many thought of the first child leader in class as a:		
2. How many thought of the second child leader in class as a:		
3. How many thought of a third child leader in class as a:		
TOTALS		

WORKSHOP FIVE

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

HOW DO WE SEE FEMALE LEADERSHIP?

SCHEDULE

This workshop is composed of ten activities and requires approximately two hours to conduct. A break is recommended between Activities Six and Seven.

Time Required	Workshop Activity
10 mins.	1. Classroom curriculum "Crazy Animals" review
10 mins.	2. Thinking about FEMALE LEADERSHIP Part A: Who do you think are leaders in your classroom? Part B: Story completion review (from WORKSHOP ONE)
15 mins.	3. What is a leader? Discussion activity
15 mins.	4. What do we do to promote FEMALE LEADERSHIP?
5 mins.	5. Children's leadership opportunities in the classroom
5 mins.	6. What other teachers have said about FEMALE LEADERSHIP
BREAK	BREAK
20 mins.	7. Workshop overview: FEMALE LEADERSHIP
10 mins.	8. Research findings
45 mins.	9. Reading and developing FEMALE LEADERSHIP model curriculum units
5 mins.	10. Teacher's research materials Commitment page Teacher's research sheet References

ACTIVITY THREE

WHAT IS A LEADER? SMALL-GROUP DISCUSSION QUESTIONS

There are both formal (appointed or elected) leaders and informal (voluntary) leaders. An example of a formal leader would be President of the United States or president of the Parent-Teacher Association. An example of an informal leader would be the person who organizes a neighborhood potluck dinner or rent strike. Think about formal and informal leaders in your classroom.

1. What sorts of activities have formal leaders?

2. What sorts of activities have informal leaders?

3. Do you think there are differences among the kinds of people who are formal leaders and informal leaders?

4. What kinds of characteristics do formal or informal leaders have; that is, what makes you see someone as a leader?

5. How do students react to leaders?

   a. When the leader is assigned?

   b. When the leader is selected by the students?

6. Are there differences in how boys and girls react to leaders?

7. Are there differences between girl leaders and boy leaders?

8. Do boys accept girl leaders? Do girls accept boy leaders?

ACTIVITY FOUR

WHAT DO WE DO TO PROMOTE FEMALE LEADERSHIP?

Think of a girl in one of your classes who is competent, but does not demonstrate her competence in front of her classmates. If you wanted to give her the opportunity to exhibit her ability, what would you do? Please describe in detail what you would do.

ACTIVITY FIVE

CLASSROOM LEADERSHIP RECORD

	To lead pledge of allegiance	To hand out paper	Appointed project leader	Captain of team--sports, etc.			Playground leader	Emerges as project leader	Volunteers for special tasks	
Student Name	Appointed or Elected Leaders						Voluntary Leaders			
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

1. List the students in your class in the left-hand column.
2. Examine the leadership activities at the head of the chart. Add or subtract activities to fit your classroom.
3. Record each time a student is a leader.
4. Use chart to ensure that each child gets to lead or be a "star" equally.
5. Do not show this chart to students.

ACTIVITY SIX

WHAT OTHER TEACHERS HAVE SAID ABOUT FEMALE LEADERSHIP

There are many things expected of little girls that are not expected of little boys and vice versa. Little boys are supposed to be more aggressive, more boisterous, more athletic, more self-assured, more go-getters than little girls. Little girls are supposed to be more polite, quieter, more cooperative, more interested in schoolwork than little boys. All of these traits have characteristically appeared in boys and girls because of attitudes that surround them, because of things adults expect from them.

One kind of activity that helps break this pattern is one in which the teacher makes girls leaders in the classroom. Making girls leaders creates the opportunity for girls to outgrow their set pattern of behavior. Making them leaders creates a situation in which a girl can become more confident, more self-assured, more aggressive, and better respected by her classmates, both boys and girls.

S. K.
Grade 3

Female leadership is the area in which I believe the most stress is necessary. Statistics tell us quite a bit, and the most frightening thing I found in looking at the East Windsor readout was that about three-quarters of the girls felt they would not be good leaders. Seventy-five percent had never been leaders and about 50 percent would never want to be bosses. In the adult working world, only 18 percent of all administrators are women. How can women be assertive, have confidence, and show progress, if the determination to do so is nonexistent? At what point in the life of a nine- or ten-year-old girl was her will stamped [illegible]?

We as teachers are combating another environment, the home. Mother or other female relations may or may not work, which could be a great influence. The burping doll commercials on TV could be a great influence. There could be thousands, but somehow we must rekindle that dying flame of determination.

Of course, there are always girls in a class who may know all the answers or just have loud voices. We cannot ignore them, but our concentration should be on the child who does not say or do much out of the ordinary, yet could do so. Without favoritism or obvious ploys, this type of child must be made aware of the fact that being a leader is satisfying and that these qualities are within her grasp.

Actually, the unobtrusive child should have less of an awkward "coming out" because she is already considered unobtrusive by her peers and acquaintances. The transition could be slowed just because the child must gain her own confidence. We must make her aware of her capabilities, without scaring her more deeply into her hole.

Again, patience and careful planning are very necessary to promote leadership. This promotion should appear in all areas of school life--scholarship, sports, socializing, etc. If possible, it should be accomplished in conjunction with the home. When it is begun, perhaps with one child at first, it must be continued. If there is a spark, a fire could and should follow.

P. M.
Grades 4-5

It is important to integrate female leadership activities into the regular day-to-day classroom curricular activities because there are great differences between what boys and girls believe about leadership and power.

Girls have far too long taken the submissive roles, have far too long been satisfied with being the followers, the caboose on the ten-car train, while the boys have indulged themselves in the dominant roles, have been the leaders, the engine, the power, and have had the glory of the responsibility of making sure everything is running smoothly and on time. Not many girls see themselves as the wielders of power and authority. Now maybe that stems from the home environment, where Daddy wears the pants. But who is to say that the store doesn't have a pair of pants to fit Mommy! We cannot change what happens at home, but we do have an integral part in girls' growing emotionally, socially, and academically within the classroom. In the 1976 survey of fourth and fifth graders in our school district, more boys than girls had the opportunity to be leaders. Of that same group, more boys thought that they were good leaders than girls. More boys also thought that they would feel comfortable as class president than girls. There could be many possible answers or reactions to the responses on this survey. Maybe the girls were never given the chance to be leaders, whether in school, at play, or in the home. How could they possibly comment on whether or not they felt as though they were good or bad leaders if they were never put in that position? How could they comment on feeling comfortable or uncomfortable as a class president if they were never given an opportunity in which to sort out their feelings?

By being aware of the feelings and opinions of these youngsters, a teacher could definitely see the need for a female revival. If the girls are given chances or opportunities to become leaders in some aspect or area in which they have shown excellence or interest, they may just feel comfortable in their positions and I hope would build up their self-esteem, their self-worth, and their total self-image. Instead of taking or receiving the orders, they would be giving them. As shy females experience leadership activities, they would build up their self-confidence and accept the authority that has been given to them. The more experience girls have in grammar school, the more aware they will be about adulthood and the opportunities available to them as adults.

They might then not respond negatively to survey questions regarding opportunities of being a boss because they will have experienced this role and will have enjoyed it and will realize that females just as well as males are equally qualified to be bosses or presidents or to fill any other male-stereotyped role in life.

We as teachers and educators know that something like this does not occur overnight. We must begin somewhere and sometime, and that time and place is now. We don't want it to be fifty more years or even a hundred years from now that we start seeing results. We can urge tomorrow's women by starting today. If we provide the girls with the opportunities now, by the time they are adults they will have come to realize their equality to men in all aspects of adulthood. The sooner we begin the process, the sooner we will observe the rules.

P. M.
Grade 5

As we examine the number of women in positions of leadership in our society--corporate and government--it is readily apparent that the proportion of females in high positions is grossly smaller than that of the total female work force. Part of the blame for this must be laid on the deliberate exclusion of women from these positions. Those women who have aspired to enter fields that have been traditionally male have met with discouragement at the least, and quota systems, outright discrimination, and hostility from males and from society in general. Women have had to prove themselves "better" than men for the same jobs or for admission to professional schools. Indeed, it was the exceptional woman who persevered and overcame these obstacles to success.

Since most women, like most men, are not imbued with exceptional devotion to a difficult goal, we must try to equalize the opportunities. Much of this can be accomplished by legal means and changing attitudes toward the realization that abilities are non-sex-determined. But women also need to discover their own capabilities for leadership. Single-sex organizations such as the Girl Scouts, Campfire Girls, and girls' schools have provided a means for females to be leaders of other females. Few, if any, organized groups that contain members of both sexes have provided opportunities for females to assume leadership. High school class presidents, vice-presidents, and treasurers have tended to be males, while females become the secretaries. Mixed-sex teams are rarely captained by females. It is easy to understand, then, why many bright, capable girls take the lesser parts in mixed-sex organized activities.

In the classroom we have a unique opportunity to provide for female leadership of mixed-sex groups. Using the regular curriculum, we can in a natural way give girls the chance to realize their leadership abilities, while males can learn to accept the idea that female leadership is not a strange occurrence. At the same time, by carefully structuring the situation and preparing the females who are to lead, we can also ensure that the experience will be successful and positive. Again, these leadership experiences should begin in kindergarten and continue throughout schooling. It is not enough to concentrate on one or two grades while neglecting the rest of a child's school years.

By providing opportunities for successful female leadership in conjunction with reducing sex stereotyping and creating mixed-sex work and play experiences, we can produce adults who will be able to achieve their individual potential unhampered by sex-oriented conditioning.

J. T.
Grades 4-5

This paper will discuss female leadership in the classroom and its importance today. I hope to show that females have not been given proper training in leadership and need to start at a very young age experiencing it, so they can decide later in life whether or not they would like to become leaders and how to do so.

This is an area where teachers can help. They can provide the necessary experiences for children to enjoy leadership in a safe and secure atmosphere. They can allow females to lead groups of children of both sexes. They can provide the atmosphere of real-life situations for young children.

Female leadership is important in the classroom because it gives the females the chance to experience their own actions and capabilities in a place where they can make mistakes and get correction and learn how to do things better.

If females are given the opportunity to learn about leadership from a young age into their high school years, they will be better prepared to go about gaining leadership in the outside world. They will have the skills to deal with both males and females in the system. Then there will be equality.

In summing up this paper, I would like to say that female leadership is important for the equality of the sexes and also for the world to hear other opinions of how to handle things. The world needs all the help it can get in the areas of foreign affairs and pollution control. Without this extra added help that women can offer, then only 50 percent is being given to aid the world. This isn't enough.

J. W.
Grade 5

Female leadership roles should definitely be part of any normal elementary child's educational program. The earlier it starts, I feel, the better off the students, both males and females, will be. After all, most youngsters (although more mothers are working in the current generation than in past generations) spend the first five years of their lives exposed to the "mommy" at home who cooks, cleans, does the laundry, and not much of anything else, at least not in the same way that a "daddy" has to function. "Daddy leaves the house every day; he's the one that earns the money for food, clothing, toys and games. He pays the bills, makes all the major decisions, is in charge of everything, and is the great protector of the children and mommy." Of course, this is generally the child's viewpoint, and not mine. I know it seems stilted; however, I feel that this is what many children believe because in a lot of cases they are taught this either consciously or subconsciously by their parents. For this reason, I feel that early exposure of the child to the reality that females can, are, and will continue to be leaders in all walks of life is a very important point for the schools to enforce and teach.

The passive, sweet girl will remain passive if she doesn't realize that she can be more than just a housewife and mommy. She has to be made to realize early in life that she does have a brain and strength if she wants to use them. The more active girl will also be stifled if she feels it is wrong for her to be a leader and thinker. Children look up to their elders and peers, and they must see in these people and their actions that female leadership is not wrong.

The males, on the other hand, should be taught that it is not wrong for a girl to be active in sports and a leader in all aspects of school life. They should also be made to realize that it's not wrong for the males to let the females help them out, show them how to do things, and also be at least an equal partner in sports and any other position in life.

This role of the female leader can become part of the school curriculum in many different areas. Generally, it can be done by giving the females specific jobs in the classroom (although males should get their equal share of tasks, also), by roles of responsibility, by involving females actively in sports activities, by having females operate equipment that normally boys would be asked to operate, and by having females be in charge of teaching lessons or miniclasses involving items that aren't necessarily "girl-oriented" activities.

Students should also be exposed to female leadership roles in another way, through books, newspapers, magazines, and television. All sorts of people (including females) in all walks of life should be discussed. The female should be made to realize that she can be anything she wants to be if she works at it. The males should be made to realize that these women, past, present, and future, have an integral part in making this the great country that it is and that they will continue to make it an even greater country, provided they are allowed opportunities to do so. The elementary grades are the grades that are very influential for these young children. Therefore, that is why all of the activities and ideas should start early in school life so that the child doesn't develop attitudes that in a later grade may not change no matter how good a program is presented.

D. H.
Grade 5

I feel as a participant of the Educational Testing Service workshop that female leadership should be integrated into the regular school day and into the academic curriculum. Although female leadership is not well accepted by male counterparts or even sometimes by female members of our society, we should reinforce the concept that all people are created equal and there should be equal opportunity for leadership roles. As experiments have shown in the past and experiments in my classroom have verified, the boys continually take over a group and enforce their own leadership. The surprising factor in all these experiments is that the females readily accept leadership that comes from their male counterparts. Most girls feel that they belong in a secondary role taking notes, typing, or being the little helper. This has to change, as these girls are not prepared to occupy positions of leadership in our society. Whether or not they want a position of leadership is not the question. The question is, is each and every student equally prepared for any role he or she may be thrust into?

Placing a girl in your class as head of the clean-up committee is not the answer. She must be placed in a position of leadership that is not traditionally female and that is respected by both boys and girls in the classroom. Heading the science committee, organizing a football team, or being responsible for her group's participation in a class project are good examples of placing a female student in a prestigious role. Only then will the male members of the class begin to respect the females in important leadership roles. This will set the stage for future encounters and help both sexes readily accept this new role reversal. Not only will the boys accept the female as a leader, but the girls will be better prepared to accept the responsibility of these leadership roles.

Placing the female in front of the classroom to head the class and act out the dual role of teacher and student is another popular approach toward enabling the female to set her best foot forward and be a leader. There are, however, many problems that can occur, which the teacher should be aware of and take measures to prevent to avoid unpleasant results for both the female leader and the class as a whole.

One such problem is that of choosing which female has the capability of leading the class without being embarrassed and also without losing control to dominant boys who may try to take her authority away from her. The teacher should observe the students carefully and use his or her own judgment in selecting the appropriate female.

Another difficulty that has to be overcome is to make sure that the female in question is well prepared and has a thorough knowledge of the subject matter to be taught to the class. This will ensure that dominant, well-informed boys will not take the show away from that girl. Being well prepared will engender security and confidence, which are important leadership qualities.

Discipline must be dealt with before the lesson starts. If teachers were to intervene during the lesson, they would be taking leadership away from the girl and placing it on their own shoulders. Seating arrangements and a short talk about manners before the lesson can help out in this situation.

Preparing our female youth for leadership roles is essential for them to survive in our future society. With more women entering the work force, there will be an increase in responsible positions for which females can qualify. If they do not feel equal or if men do not treat them as equals, they will never really know what responsibility or leadership entails.

P. S.
Grade 5

ACTIVITY EIGHT

RESEARCH FINDINGS

In 1976-1977, and again in 1977-1978, approximately 906 fourth- and fifth-grade students in a central New Jersey school district were surveyed about their attitudes toward female leaders. In this school district at the time of the survey, there were four elementary schools, two of them with woman principals. The vice-principals of the other two schools were women. The statistics show, however, that these children as a whole were not aware of these women as leaders. This stereotype was held more strongly by the boys than by the girls.

The survey results are summarized in three areas:

1. Legitimacy of female leaders
2. Attitudes about oneself as a leader
3. Exposure to female leaders

Below and on the following pages are the questions asked of the children, the possible responses, and the actual responses. For simplicity, not all responses are reported.

LEGITIMACY OF FEMALE LEADERS

CHILDREN DO NOT VIEW WOMEN AS LEADERS

Q. When do you think a woman will be elected President of the United States?

Percent responding "never"

	4th grade	5th grade
Girls	13.3%	9.2%
Boys	28.5%	23.6%

Q. Powerful people are people who get others to do what they want them to do. Who do you think are powerful?

Percent responding "same number of men and women"

	4th grade	5th grade
Girls	70.7%	72.9%
Boys	43.9%	34.2%

Q. Bosses are people who pay other people to work for them. Who do you think are bosses?

Percent responding "same number of men and women"

	4th grade	5th grade
Girls	31.4%	48.8%
Boys	28.3%	28.9%

ATTITUDES ABOUT LEADERSHIP

GIRLS DO NOT EXPECT TO BE LEADERS AS OFTEN AS BOYS DO

Q. How good a leader do you think you are or do you think you would be?

Percent responding "very good leader"

	4th grade	5th grade
Girls	25.3%	18.3%
Boys	37.1%	31.5%

Q. Are you a leader:

Percent responding "never"

	4th grade	5th grade
Girls	30.3%	24.6%
Boys	22.4%	17.4%

BY THE FIFTH GRADE, GIRLS ARE NOT AS COMFORTABLE THINKING ABOUT BEING A LEADER AS BOYS ARE

Q. Would you feel comfortable being a class president?

Percent responding "yes"

	4th grade	5th grade
Girls	60.0%	48.9%
Boys	60.0%	61.6%

In general, girls' attitudes about themselves as leaders change even in the year from fourth to fifth grade. Look back over the last three question-response sets; girls evidence less confidence in themselves as leaders over time. Why do you think this happens?

WORKSHOP FIVE: FEMALE LEADERSHIP
ACTIVITY EIGHT, RESEARCH FINDINGS, SHEET THREE

EXPOSURE TO FEMALE LEADERS

Q. Have you ever been in a school that had a woman principal?

	Percent responding "yes"	
	4th grade	5th grade
Girls	38.3%	50.0%
Boys	33.8%	37.1%

Q. This year in school, have you studied about any famous women?

	Percent responding "yes" and naming woman	
	4th grade	5th grade
Girls	4.6%	8.5%
Boys	6.3%	2.7%

Q. Have you ever been in a group of girls and boys (a team or a club) in which a girl was chosen as leader or captain?

	Percent responding "yes"	
	4th grade	5th grade
Girls	69.3%	79.4%
Boys	46.5%	55.4%

Q. Is there any man you can think of who has a woman for a boss (or supervisor)?

	Percent responding "yes"	
	4th grade	5th grade
Girls	14.8%	20.8%
Boys	10.5%	14.8%

A STUDY OF INFORMAL LEADERS

To examine informal leadership, twenty-four groups composed of two boys and two girls each were videotaped while they worked at a cooperative board game. These tapes were scored for how active and influential each group member was. In particular we scored (1) whether a child took physical control of the activity by picking up and holding a marker needed for the game to proceed and (2) whether a child took verbal control of the activity by talking more than the others. Afterward, group members were asked to identify the person who stood as a leader in the group. The results were surprising.

If a boy exerted physical and verbal control over the group, the boy was perceived as the group leader in eleven out of twelve groups.

If a girl exerted physical and verbal control over the group, the girl was perceived as the group leader in only one out of six groups.

1. Boys assumed physical control in twice as many groups as girls did (sixteen groups to eight groups).
2. Three-quarters of both boys and girls who assumed physical control also assumed verbal control (for boys, twelve out of sixteen groups; for girls, six out of eight groups).
3. Boy leaders were perceived as leaders; girl leaders were not.

ACTIVITY NINE

FEMALE LEADERSHIP EVALUATION FORM

Curriculum activity ______________________________________

1. Did you develop this curriculum unit? _____Yes _____No

   For your own lesson: What kinds of activities did your lessons provide for girls to be leaders as well as boys?

   ____
   ____
   ____
   ____

2. For C-A-R-E model curriculum: Did you need to modify this activity?

   _____ Yes

   _____ No

3. Did students notice the FEMALE LEADERSHIP theme?

   _____ Yes

   _____ No

4. If yes, what were the students' reactions?

   ____
   ____
   ____
   ____
   ____
   ____
   ____

ACTIVITY TEN

FEMALE LEADERSHIP COMMITMENT PAGE

1. My goals for promoting female leadership in my classroom are:

2. I will implement these goals in my classroom in the following ways:

3. Specifically, I will use as daily classroom practices and procedures:

4. Follow-up: Did I do the above?

____Yes

____No

ACTIVITY TEN

TEACHER'S RESEARCH SHEET

Following is a summary of the WORKSHOP FIVE research activities you have been asked to conduct in your classrooms and the materials to bring with you to the next workshop session.

1. Activity Five: Classroom Leadership Records

   Use and modify the classroom leadership record, indicating activities for which there can be student leaders. Record each time a child is a leader. Be sure to bring the results with you to WORKSHOP SIX. Students should not be permitted to view this record.

2. Activity Nine: Reading and Developing FEMALE LEADERSHIP Model Curriculum Units

   Write a lesson to use in your class that incorporates the principles of FEMALE LEADERSHIP. Complete the evaluation form and bring it to WORKSHOP SIX.

3. Activity Ten: FEMALE LEADERSHIP Commitment Page

   Complete the FEMALE LEADERSHIP commitment page, listing your goals and strategies for promoting FEMALE LEADERSHIP in your classroom.

ACTIVITY TEN

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WORKSHOP FIVE

MODEL CURRICULUM UNITS

(Reproduce for workshop participants)

MODEL CURRICULUM UNIT

AFFECTIVE: COOPERATION WALK

Overview

This activity is designed to give students the opportunity to cooperate with others and realize the importance of cooperation and trust.

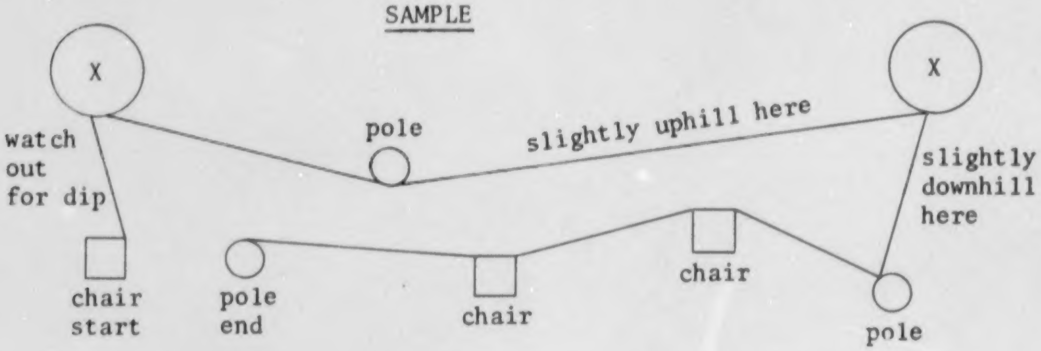
Materials required

1. Pencils
2. Ditto 1 and Ditto 2
3. One copy for each student of Ditto 1 and Ditto 2
4. White postal string (two balls)
5. Blindfolds (six of a cut-up sheet, for example)
6. Chalk and chalkboard

Preparation

1. Gather blindfolds.
2. Set up a maze using string. Have the selected female leaders assist in setting up the maze. The string should be waist high. You may set up the maze outside using trees and poles, or inside using chairs, etc., although it is better outside. Refer to sample aerial diagram below. "X" indicates trees.

SAMPLE


X
X
watch out for dip
pole
slightly uphill here
slightly downhill here
chair start
pole end
chair
chair
pole

3. Teacher should walk through the maze with one hand on the string to make sure the string is correctly wrapped around the trees. Students should be able to walk through the maze blindfolded. There are no breaks in the string, in order to avoid confusion as to what direction they should go when they come to a tree.

4. Divide the class into five groups of six students; appoint a girl leader for each group. Write the names of the groups on chalkboard ("L" stands for Leader).

Group 1	Group 2	Group 3	Group 4	Group 5
L________	L________	L________	L________	L________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________

Introduction

Say, "Does anyone know what cooperation means?" (Wait for responses.) "Cooperation means working with other people and being able to depend on them. We are going to take a cooperation walk. The cooperation walk is a maze. You will be blindfolded and walk through the maze in small groups."

Procedure

1. Break the class up into the designated groups. Say (pointing to chalkboard), "Find your name on the chalkboard. The name at the top of your list is the person who will lead you through the cooperation walk."

2. Say, "When we get outside, you are to sit down in your groups with your leader."

3. "The groups will alternate taking the walk. When your group is waiting for its turn, you are to sit absolutely silent and observe the group that is walking. If you make any noise, you will distract the group that is taking the walk. I would appreciate your cooperation. Anything that you notice, you are to write on this observation paper (show Ditto #1). Are there any questions?"

4. Take the class outside. Make sure students are in their groups. Pass out Ditto #1.

5. Say, "This is the maze (point to maze). This is where you start (walk to start), and this is where you will finish (walk to finish). You are to walk very slowly. If you come to a dip or rise in the ground, you should turn and tell the person behind you. When you come to a tree, tell the person behind you. Make sure you pass back all information."

6. "May I have Group 1 line up here? (Line them up at starting point with leader first, and pass out blindfolds.) You are to put your left hand on the string and keep it there. Your right hand should be holding onto the person in front of you, using a belt loop or a shirt or blouse. Now, put on the blindfolds. Help each other and make sure you cannot see." (Teacher should give assistance.)

7. "All other groups should now be ready to observe."

8. When all groups have gone through the maze, collect dittos and return to the classroom.

9. In the classroom pass out the second ditto for the students to complete.

Problems

Students impatient with waiting for their turn to take the walk. Teacher should intervene, repeating importance of silence.

Evaluation

1. Did the leader get the students through the maze?

2. Were students cooperative? Did they help each other through the maze?

3. Was the activity well prepared? Did it run smoothly?

4. Were the dittos completed by all?

Follow-up

Share students' feelings, taken from second ditto, in a class discussion. Think up other ways and times it is important to cooperate. Read questions on the ditto aloud. Have volunteers read their responses.

Example: Were you scared? Why? Why not?
Were you nervous? What made you nervous?

DITTO #1

Name____

OBSERVATIONS

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

DITTO #2

Name ____

	Yes	No
1. Were you scared?	___	___
2. Were you nervous?	___	___
3. Did you trust the leader?	___	___
4. Did you trust the person in front of you?	___	___
5. Would you like to lead?	___	___
Why? ______________________________ ______________________________		
6. Is there anything that wouldn't be fun about being the leader?	___	___
What? ______________________________ ______________________________		
7. Would you like to do it again?	___	___
Why? ______________________________ ______________________________		
8. Would you like to do it by yourself?	___	___
Why? ______________________________ ______________________________		
9. Did you help the other people in your group?	___	___
Did you cooperate?	___	___
10. Was cooperation important?	___	___

MODEL CURRICULUM UNIT

LANGUAGE ARTS: SENTENCES--SWITCHING AND SWAPPING

Overview

This activity is designed to promote FEMALE LEADERSHIP by appointing a competent female to lead a language arts game on differents kinds of sentences.

Materials required

1. Chalk and chalkboard
2. Pencils
3. Composition paper

Preparation

1. Decide how to divide the class into groups with four members in each (randomly, by seating arrangement, etc.).
2. The teacher should select a female student to lead the lesson.
3. Give the female student a full explanation of the procedure and let her practice what she will say so that the lesson will run smoothly.
4. The female leader will write the following on the chalkboard:

   Statement:

   Question:

   Exclamation:

   Command:

   Make sure the female student understands the four different types of sentences.

5. The female leader will draw the following on another area of the chalkboard:

Statement	Question	Exclamation	Command

6. She will pass out paper.

7. She will give the rules of the game (see procedures).
8. She will monitor the game, call time, etc.
9. She will collect the papers and write the totals on the chalkboard.
10. The teacher should have paper and pencils available.

Introduction

The teacher says, "We are now going to have a quick review of the four different kinds of sentences and then you will play a game. ________ (female leader) will lead the review and will explain the rules of the game. You will need to be in groups for the game. The groups are ________________. Please move into your groups now and give your attention to (female leader)."

Procedure

1. The female leader says, "There are four different kinds of sentences. (She reads the different kinds from the chalkboard.) Can someone give an example of a statement? Please come and write it on the chalkboard. (Do the same for the other kinds of sentences.) Are there any questions?" (Have several more examples of each given if necessary. The teacher may need to assist.)

2. The female leader passes out paper and says, "The rules of the game are:

   a. "Each person should have one piece of paper and one pencil."

   b. "Each paper is for a different kind of sentence."

   c. "At this time, one person in your group should head one paper STATEMENTS. Someone else in the group heads one paper COMMANDS. Someone else writes EXCLAMATIONS. The fourth person should head one paper QUESTIONS. The four papers in your groups should look like this." (Point to diagram on chalkboard.)

STATEMENTS	QUESTIONS	EXCLAMATIONS	COMMANDS

   d. "When I say Go, you should start to write sentences on your paper. If your paper has the heading QUESTIONS, then you must write questions on that paper. If it is headed COMMANDS, then write commands on that paper. Do you all understand what you are to do?" (Teacher may need to assist.)

e. "You are to write as many sentences as you can. This is a race."

f. "At some point, I will call, 'Switch.' This means you are to hand your paper to the person to your left. Let's all try that. Pretend you are writing sentences and I call 'Switch'--everybody do what you should do. Now you should have a new paper in front of you. You must now write a different kind of sentence--whatever the paper has as a heading at the top. Then, I will call 'Switch' again. Now you will be writing still another kind of sentence. You will get the opportunity to write four different kinds of sentences."

g. "One more rule: The sentences must be at least five words long."

h. "When I say 'Time is up,' all pencils must be put down."

i. "Are there any questions?" (Teacher should intervene if directions have not been complete enough for the class to understand.)

j. "After the papers have been checked, we will take a count to see which group has the most sentences."

3. Play the game.

   a. Every three minutes the female leader should call, "Switch."

   b. After twelve minutes, the female leader should call, "Time is up." Teacher should monitor the class to make sure this activity is being completed correctly.

4. When the time is up, the female leader should collect the papers.

5. The female leader tells the class, "Mr. Smith (substitute teacher's name) and I will check the papers and count the total number of correct sentences. We will announce the winning group and award its members their prize at the end of the day" (if the teacher chooses to give prizes).

Problems

1. Female leader may be confused in giving directions. Make sure she is organized and prepared to do this activity. It is essential for the teacher to confer with her in advance.

2. Class not on task--teacher and female leader should circulate around the room to monitor task.

WORKSHOP FIVE: FEMALE LEADERSHIP
LANGUAGE ARTS: SENTENCES--SWITCHING AND SWAPPING, SHEET FOUR

Evaluation

1. Observe the students' reactions to and cooperation with the female leader.
2. The teacher should evaluate the female student's preparation, organization, and enthusiasm in carrying out this activity.
3. The teacher could also ask the female leader how she felt about doing this activity.
4. Evaluate the success of the students in writing four different kinds of sentences.

MODEL CURRICULUM UNIT

MATH: EXPANDED-FORM NUMBO GAME

Overview

This activity has been designed to demonstrate FEMALE LEADERSHIP in a review lesson game on expanded numbers.

Materials required

1. Construction paper and scissors
2. Magic markers
3. Chalk, erasers, and chalkboard
4. Markers for bingo (Numbo) card (could be made by cutting up small pieces of construction paper)
5. Numbo cards (one per child)
5. Sample Numbo card (attached)

Preparation

1. Choose a competent female leader to play a game reviewing numbers in expanded form.
2. Meet with the female student ahead of time to go over the review lesson.
    a. Tell her that you have devised a bingo game called Numbo for the entire class to play. This game will have 30 bingo cards with numbers in each block (see attachment).

    b. The student leader and the teacher will prepare the 30 cards with magic markers and construction paper. The cards will be adjusted to match the ability level of the class. If the class can read and find expanded-form numbers in thousands, print standard form in thousands on the card. If they can handle millions, print millions on the card.

    c. Give leader a copy of expanded-form numbers for all standard forms on Numbo card (e.g., 6,463,896 = 6,000,000 + 400,000 + 60,000 + 3,000 + 800 + 90 + 6).

d. Explain to the student leader that she will put the expanded form on the board and students must find the standard form on the card. After students have finished looking, she will put the second number on the board underneath the first. She will continue with this until someone goes numbo in one column.

e. Give leader proper preparation time with the teacher to make the cards and to gain confidence in conducting the activity.

Introduction

1. Say, "Today, ___________ will lead the class in a fun Numbo game."

2. Teacher calls up female leader.

Procedure

1. Call on two children (one boy and one girl) to pass out materials.

2. When everyone is prepared, leader tells students that the object of the game is to cover one column on the card and call out "Numbo." The student will then read over the standard numbers in the column and the leader will check them off on the board.

3. Leader now tells students that she will print on the board and say expanded forms one at a time and number them. They will find the standard form on the card and cover it with a marker. She will go slowly and wait for everyone to look the card over.

4. Answer any questions. Begin the game.

5. If there is time, play the game again.

Problems

1. Leader may be extremely shy. She could put everything on a tape recorder ahead of time and play game from that while teacher monitors class. Expanded forms could be on a transparency and shown as recited on tape one at a time.

2. Students may not want to play.

   a. All students will enjoy this game if the ability level is geared for them.

   b. A reward may be offered if you feel it will help.

Evaluation

1. Ability of leader to conduct the exercise.
2. Ability of the students to identify numbers correctly from the board.

WORKSHOP FIVE: FEMALE LEADERSHIP
MATH: EXPANDED-FORM NUMBO GAME, SHEET FOUR

ATTACHMENT

SAMPLE NUMBO CARD

Other cards are made by using these same numbers in different positions on card.

6,463,896	8,396,582	2,003,006	8,068,837	4,856,963
7,985,397	9,865,956	3,856,965	7,896,365	6,869,987
8,482,937	2,385,968	FREE	4,856,897	3,857,789
4,321,183	4,392,987	4,382,983	3,000,000	7,000,000
3,096,837	5,683,389	6,896,987	2,000,000	5,869,896

MODEL CURRICULUM UNIT

SCIENCE: READING AND LOGGING DAILY WEATHER

Overview

This activity is designed to develop FEMALE LEADERSHIP by providing a situation in which a female demonstrates competence in reading weather instruments, recording information, and acting as a class resource.

Materials required

1. Large oaktag weather chart
2. Magic marker
3. Class log (notebook) for weather readings
4. Barometer
5. Hygrometer
6. Thermometer
7. Rain gauge
8. Pencils

Preparation

1. The large oaktag chart must be made in advance by you or the student.
2. The female student whom you want to expose to the leadership role must be selected about a week in advance. Some criteria for selection of student:
    a. Of above average intelligence
    b. Shy, too much a follower
    c. Social isolate, etc.
3. Prior to the activity, train the student leader to read the instruments accurately, write the readings in a log book, and transpose them to the chart (about 40 minutes). Make sure she demonstrates a complete run-through of the activity for you, so that she can gain complete confidence. Make sure she understands generally how each instrument works so she will be able to field questions.

WORKSHOP FIVE: FEMALE LEADERSHIP
SCIENCE: READING AND LOGGING DAILY WEATHER, SHEET TWO

Procedure

1. Explain to the students that in this study on weather, they will each be responsible for recording the weather for a specific class period.

2. Put the chart on the wall and read and explain each heading, the instruments used to measure, and how each measurement is labeled (percentage [%], degrees [°], etc.). The definitions, forms of measurement, and methods should be familiar to you as the teacher, as this is a daily part of a unit on weather.

3. Tell the class that the methods used to get the information to be put on the chart will be demonstrated by ________________ (the female student leader).

4. The leader writes the date and time in the log book, explaining what she is doing.

5. The leader then reads the barometer and writes the pressure reading, explaining exactly how she is doing it.

6. The leader goes to each instrument in turn and makes and records her readings with detailed explanation. The rest of the class follows her to each instrument and listens to and watches what she does. Control of movement is done by the teacher, as some of the instruments (rain gauge, thermometer) will require movement of the large group outside.

7. When all readings are noted, the leader writes her general observation of the day's weather (e.g., hot, clear), again explaining it to the class.

8. The leader then goes to the chart and transposes onto it the information obtained.

8. Remind the class that they will each be doing this activity one day and say that they may use ______________ (name of female leader) as the resource if they run into problems. Answer any student questions at this time.

Problems

Female leader may forget how to read the instruments. Rehearsal should make this unlikely, but teacher should be ready to be resource.

Evaluation

The student chosen should be observed after the activity for several days to see if she assumes more leadership in class. Compare this to the original behaviors that caused you to select her in the first place. Observe the ability of students to perform the task independently after the demonstration.

Follow-up

Each day another student will have a chance to do the activity independently. CROSS-SEX INTERACTION could be included by choosing students alternating male, female, male, female and having the present day's and previous day's recorders compare their readings and report all changes to the class orally.

MODEL CURRICULUM UNIT

SOCIAL STUDIES: FAMOUS WOMEN IN GOVERNMENT AND POLITICS

Overview

This activity is designed to expose students to different women in government, thereby increasing the students' awareness of women functioning in leadership roles.

Materials needed

1. Reference materials:
    a. At least three full sets of encyclopedias
    b. See Attachment #3 for other sources
2. Pencils and paper
3. Chalk and chalkboard

Preparation

1. Teacher makes sure reference books are available in classroom. Try to include other reference books besides the encyclopedias.
2. Prepare a list of names of women in government or politics. List on the board at least ten names. See Attachment #1 for possible suggestions.
3. Prepare a list of possible suggestions of information to be included in the report. See Attachment #2.

Introduction

This activity can be done in conjunction with a unit on elections and/or presidents. Students will recognize that not only men can be or are heads of governments or involved in politics and functioning in leadership positions.

1. Say, "Women have taken a leadership role in government and politics in many cultures and nations. Today, we are going to spend some time writing short reports on women who have been involved in government. This way, we will be able to see that not only men can be involved in government and politics, but women can be and are, too."

2. "Listed on the board are the women we will be writing about. Each of you will be assigned one person. Also listed are suggested items that should be included in your reports. You should add any other information that you feel would be interesting and helpful. Read the information, try to use more than one source, and rewrite the information in your own words. Make sure you write full sentences and not just an outline. Later, you will present your reports to the entire class."

Procedure

1. Teacher gives introduction.
2. Teacher assigns famous women at random, one to each student; no more than three students should have the same person.
3. Students work independently on reports. Teacher is available for assistance.

Problems and prevention

1. Initial reaction to assigned person--teacher should intervene.
2. Students do not concentrate on task--teacher should intervene.
3. Students have trouble finding the women in reference materials--teacher should make sure that the names given are available in reference materials.
4. Students have trouble using reference books--teacher should assist by stopping to teach or reteach reference skills.

Evaluation

1. Through exposure to different women in government, students can become more aware of women functioning in leadership roles.
2. Student enthusiasm to do more work on similar topics.
3. Students complete reports in allotted time, covering required information.
4. Students write full reports, not outlines.
5. Students are able to use reference materials.

Follow-up

1. Students present written reports orally to the class.
2. Small groups of students (possibly three students who worked on the same person) can prepare a short skit involving the person they reported on.

ATTACHMENT #1

SUGGESTIONS FOR FAMOUS WOMEN IN GOVERNMENT AND POLITICS

Queen Elizabeth
Golda Meir
Indira Gandhi
Shirley Chisholm
Barbara Jordan
Sandra Day O'Connor
Ella Grasso
Bella Abzug
Shirley Temple Black
Margaret Chase Smith
Margaret Thatcher
Eleanor Roosevelt

ATTACHMENT #2

SUGGESTIONS FOR INFORMATION

1. Name of person
2. Date and place of birth
3. Major accomplishments (in some cases, this may vary depending on source used, etc.)
4. What is, or was, her title and/or occupation (e.g., President, Congresswoman, Prime Minister)?
5. What country, state, or city is the person most closely identified with?
6. How did she reach her position (e.g., inherited, elected, appointed)?

ATTACHMENT #3

SUGGESTIONS FOR SOURCES

1. *Who's Who in America*, 39th Edition, 1976-1977, 2 vols. New York: Marquis, 1976.

2. Stebbins, Richard, and Amoia, Alba. *Political Handbook and Atlas of the World, 1971 Supplement*. Los Angeles: S & S Enterprises, 1971.

3. Macksey, Joan, and Macksey, Kenneth. *The Book of Women's Achievements*. New York: Stein & Day, 1976.

4. *The International Yearbook and Statesmen's Who's Who 1977*. New York: International Publications Services, 1977.

5. Current almanacs should also be made available.

WORKSHOP SIX

CURRICULUM AND RESEARCH FOR EQUITY: A REVIEW

INTRODUCTION

This sixth session is a review of the materials covered in the entire Curriculum And Research for Equity workshop series. It provides an opportunity for participant feedback and evaluation. More specifically, this review session gives the participants a chance to:

- Follow up WORKSHOP FIVE activities
- Review the principles and strategies for promoting NON-SEX-ROLE STEREOTYPING, CROSS-SEX INTERACTION, and FEMALE LEADERSHIP in their classrooms
- Acknowledge feelings about the materials and topics covered in the workshops
- Discuss what they have learned
- Discuss what has occurred in classrooms as a result of this in-service training
- Share daily classroom practices used successfully to promote equal status in the classroom
- Discuss any other related topics that participants suggest, such as developing curriculum units to promote equal status in the classroom

As the workshop instructor, you know best what areas to review from the participants' concerns in the previous five workshop sessions. Therefore, time has been left open at the end of WORKSHOP SIX for the review activities you determine are needed, or that the participants have requested.

Included as a guideline for this review session, however, are suggested review activities and a list of suggested discussion questions.

Why not invite other interested teachers, friends, or family members who have not been workshop participants to sit in on this review session and discussion? You can probably think of other things to do for this last workshop.

WORKSHOP SIX: C-A-R-E: A REVIEW

SCHEDULE

Time Required	Workshop Activity
10 mins.	1. Classroom leadership record review
10 mins.	2. Female leadership curriculum: A review
20 mins.	3. Teacher survey
20 mins.	4. C-A-R-E review discussion
BREAK	BREAK
5 mins.	5. Workshop reaction sheet (optional)
5 mins.	6. References
Open	7. Open review activities

MATERIALS AND EQUIPMENT

One for each participant:

- WORKSHOP SIX schedule (hand out at beginning of session)
- Teacher survey (Activity Three)
- Pens or pencils (Activity Three)
- C-A-R-E workshop reaction sheet (Activity Five) (optional)
- References sheet (Activity Six)

ACTIVITY ONE

CLASSROOM LEADERSHIP RECORD REVIEW
10 minutes

What this activity is about

In the last workshop, participants were asked to construct a classroom leadership record indicating activities for which there can be student leaders and recording each time a student was a leader. This is a review of what participants discovered as a result of keeping this record.

Materials needed

- Participants should have their leadership record results

How to present this activity

DO: Conduct a group discussion using the following questions.

1. WHEN YOU FIRST BEGAN KEEPING THE LEADERSHIP RECORD CHART,
   a. WHO WERE MOST OFTEN THE FORMAL (APPOINTED OR ELECTED) LEADERS IN YOUR CLASSROOM--BOYS OR GIRLS?
   b. WHO WERE MOST OFTEN THE INFORMAL (VOLUNTEER) LEADERS IN YOUR CLASSROOM--BOYS OR GIRLS?
   c. ARE THERE DIFFERENCES BETWEEN GIRL LEADERS AND BOY LEADERS? IF SO, WHAT ARE THESE DIFFERENCES?
2. DID YOU SEE AN IMBALANCE IN THE NUMBER OF BOYS AND GIRLS WHO WERE LEADERS? IF SO, HOW DID YOU MAKE LEADERSHIP OPPORTUNITIES MORE EQUALIZED?

ACTIVITY TWO

FEMALE LEADERSHIP CURRICULUM: A REVIEW
10 minutes

What this activity is about

In WORKSHOP FIVE, participants wrote a lesson incorporating the principles of FEMALE LEADERSHIP to use in class. They were to complete the evaluation form and bring it with them to this session. Activity Two is a review of this exercise.

Materials needed

- Participants should have completed evaluation forms

How to present this activity

SAY: NOW WE'RE GOING TO REVIEW THE LESSON PLANS YOU WROTE IN THE LAST WORKSHOP. AS YOU'LL RECALL, THESE LESSONS WERE SUPPOSED TO INCORPORATE PRINCIPLES AND STRATEGIES TO PROMOTE FEMALE LEADERSHIP IN YOUR CLASSROOM.

DO: Conduct a group discussion using the following questions.

1. DID YOU FIND IT EASY TO WRITE A LESSON INCORPORATING THE GUIDELINES OF FEMALE LEADERSHIP?
2. WHAT KINDS OF ACTIVITIES DID YOUR LESSON PROVIDE FOR GIRLS AS WELL AS BOYS TO BE LEADERS?

NEXT: Go around the room and have participants give examples from their lessons.

3. WHAT HAPPENED? DID YOUR STUDENTS NOTICE THE FEMALE LEADERSHIP THEME?
4. DOES ANYONE WISH TO SHARE HIS OR HER LESSON WITH THE GROUP?
5. DID YOU NOTICE ANY CHANGE IN YOUR INSTRUCTIONAL STYLE AS A RESULT OF WORKSHOP FIVE?

ACTIVITY THREE

TEACHER SURVEY
20 minutes

What this activity is about

In WORKSHOP ONE, as the second activity, the participants filled out the teacher survey. Its purpose was to acknowledge attitudes, clarify values, and begin exploring the issues. We thought it would be interesting and fun for the participants to take the survey again and compare answers between the two surveys. Are there changes in some of their attitudes and behaviors?

Materials needed

- Teacher survey for each participant (reproduce from WORKSHOP ONE, Activity Two)
- Pens or pencils

How to present this activity

DO:

> Pass out the teacher surveys to each participant. Supply pens or pencils as needed.

SAY: YOU'VE PROBABLY NOTICED THAT THESE SURVEYS LOOK QUITE FAMILIAR. IF YOU'LL THINK BACK TO OUR FIRST WORKSHOP SESSION, YOU'LL RECALL DOING THIS EXERCISE. WE THOUGHT IT WOULD BE INTERESTING TO TAKE THE SURVEY AGAIN. AFTER YOU HAVE FINISHED, GO BACK AND COMPARE YOUR ANSWERS TO THE FIRST SURVEY IN YOUR WORKSHOP NOTEBOOK. HAVE THERE BEEN ANY CHANGES?

NEXT:

> After participants have finished the second survey and have had a little time to compare their answers to the first survey, conduct a group discussion using the following questions as a guide.

1. HAVE THERE BEEN ANY CHANGES IN YOUR ATTITUDES OR CLASSROOM BEHAVIORS?

What this question is getting at is:

Are participants more aware of the problems of sexism?

Do they feel more strongly about promoting equality?

Are they more likely to think that boys and girls should work and play together?

Are teachers doing different activities in their classes to reduce SEX-ROLE STEREOTYPING, promote FEMALE LEADERSHIP, and encourage CROSS-SEX INTERACTION?

2. WHAT DO YOU THINK ARE SOME OF THE ISSUES BROUGHT OUT IN THESE SURVEY QUESTIONS?

Compare to the issues identified after the first survey. As you will recall, you were asked in WORKSHOP ONE, Activity Two, under Question 3 on Sheet Three, to record here some of the issues participants thought were raised by the first teacher survey.

ACTIVITY FOUR

C-A-R-E REVIEW DISCUSSION
20 minutes

What this activity is about

Here are a few suggested questions for a group review discussion of the topics covered in these workshops.

How to present this activity

DO:

Review discussion questions.

Following are a few suggested review discussion questions. Can you include more of your own? Or ask workshop participants to suggest review topics they would like to discuss.

1. DEFINE EQUITY FOR BOYS AND GIRLS IN THE CLASSROOM. IS IT IMPORTANT? WHY?

2. HAVE YOU SEEN CHANGES IN YOUR CLASSROOM AS A RESULT OF YOUR WORKSHOP PARTICIPATION? IF SO, WHAT KINDS OF CHANGES?

☞ Example:

- Teacher instructional style
- Classroom environment
- Student behaviors
- Student attitudes

3. WHAT ARE THE PRINCIPLES AND STRATEGIES FOR PROMOTING NON-SEX-ROLE STEREOTYPING IN THE CLASSROOM?

4. WHAT ARE THE PRINCIPLES AND STRATEGIES FOR PROMOTING CROSS-SEX INTERACTION IN THE CLASSROOM?

5. WHAT ARE THE PRINCIPLES AND STRATEGIES FOR PROMOTING FEMALE LEADERSHIP IN THE CLASSROOM?

6. THINK ABOUT THE COMMITMENT PAGES YOU FILLED OUT IN WORKSHOPS THREE, FOUR, AND FIVE. DID YOU MEET THE GOALS YOU SET OUT TO ACCOMPLISH?

ACTIVITY FIVE

WORKSHOP REACTION SHEET (OPTIONAL)
5 minutes

What this activity is about

If you plan to conduct this workshop series again, perhaps as a regular in-service training program, it is helpful to get participants' reactions. This is a workshop reaction sheet to provide feedback on the Curriculum And Research for Equity program for the instructor's use.

Materials needed

- Reaction sheet for each participant

How to present this activity

DO:

Distribute the reaction sheet. Ask participants to complete and return it at the end of this session.

ACTIVITY SIX

REFERENCES
5 minutes

What this activity is about

At the end of each workshop session, you have been asked to give participants a references sheet containing suggested references for more information on the workshop topic. Here are a few more resource materials for participants.

Materials needed

- References sheet for each participant

How to present this activity

DO:

Distribute references sheet to each participant.

ACTIVITY SEVEN

OPEN REVIEW ACTIVITIES

There is time here for any review activities you determine are needed or that the participants have requested.

WORKSHOP SIX

MATERIALS FOR PARTICIPANTS

(Reproduce one of everything in this section for each participant)

ACTIVITY FIVE

C-A-R-E WORKSHOP REACTION SHEET

This survey will help us find out what you thought about this workshop series. Please answer each question with your honest opinions and reactions, but do not sign your name.

About you

1. _____Male _____Female

2. What grades do you teach? ______________________________

3. How long have you been teaching? _________________________

4. Other than this program, have you attended any in-service training, college courses, workshops, or other teacher education courses dealing with equity in the classroom? If yes, please list.

____

____

About the workshops

5. How useful or helpful was this program to you in your classroom?

How? ____

____

____

6. What activities or topics were most helpful? Why? ____________

____

____

7. What activities or topics were least helpful? Why? ____________

____

____

8. What changes, if any, would you suggest for the C-A-R-E workshops in content or presentation? _________________________

____

9. Comments: ____________________

ACTIVITY SIX

REFERENCES

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1156 15th Street, NW, Suite 918, Washington, DC 20005, 1974. (Teacher resources with curriculum-related activities.)

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Wheeler, Helen. Womanhood Media: Current Resources about Women. Metuchen, N.J.: Scarecrow Press, 1972.